DOCUMENT RESUME

ED 130 427 95 EA 008 812

AUTHOR	Heathers, Glen; Brown, Mary V.
TITLE	Training for Leadership in Local Educational Improvement Programs. Unit 3. Task Flow for Designing and Conducting Local Educational Improvement Programs.
INSTITUTION	Research for Better Schools, Inc., Philadelphia, Pa.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
BUREAU NO	RT-3-0001
PUB DATE	75
CONTRACT	NE-8-00-3-0001
NOTE	152p.; For related documents, see EA 008 809-819
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Administrative Personnel; *Educational Change; *Educational Improvement; *Educational Planning; Elementary Secondary Education; Instructional Programs; *Leadership Training; *Problem Solving; School Systems

ABSTRACT

The purpose of this unit is to give an introduction to the phases of a change program rather than to give a specific training for leadership in conducting each phase. The task flow is presented as an application of a general problem-solving model. A person who completes this program should be able to define the problem-solving process, list its essential components, and illustrate each with examples drawn from everyday life; list the phases in a task flow for planning and conducting a local educational improvement program; list steps in conducting a needs analysis as a basis for deciding on a change program; specify requirements to be met in a search for national and local resources that could meet needs that have been identified; specify general requirements for selecting a change program that promises to meet needs that have been identified; outline requirements to be met in designing a change program; specify kinds of preparations needed for installing a change program; specify requirements for analyzing and assessing the implementation of a change program; specify requirements for assessing the outcomes of a change program; and specify bases for deciding whether to abandon, change, continue, or expand a change program. (Author/IRT)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED130427

TRAINING FOR LEADERSHIP IN LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

UNIT 3. TASK FLOW FOR DESIGNING AND CONDUCTING LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

Unit Authors

Glen Heathers

Mary V. Brown

Project Director

Glen Heathers

Research for Better Schools
1700 Market Street
Philadelphia, Pennsylvania

Robert G. Scanlon
Executive Director

1975

Published by RESEARCH FOR BETTER SCHOOLS, INC., a private nonprofit corporation. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

The work upon which this publication is based was performed pursuant to Contract NIE 8-00-3-0001, Project RT 3-0001 with the National Institute of Education, Department of Health, Education, and Welfare.

EA 008 812

PREFACE

This is one of 10 units in a program of Training for Leadership in Local Educational Improvement Programs. Development of the program was begun at the Learning Research and Development Center at the University of Pittsburgh and has been carried forward at Research for Better Schools in Philadelphia.

If you have in hand the Instructor's Guide to the program, or Unit 1 entitled Training Program Introduction and General Study Plan Guide, you will have sufficient introduction to the nature and purposes of the training program. If you do not have access to one or both of these items, the following paragraphs will introduce you to this unit of the program.

This unit is designed for use by anyone holding a position calling for leadership in planning and conducting local educational change programs. This means school district leaders - central office administrators, building principals, curriculum specialists, or teachers involved in change project teams. Also it means graduate students in curriculum, administration, or supervision. In addition, curriculum specialists or field personnel of state education departments or other educational agencies may find the unit of value in their work with school districts - as in the conduct of workshops involving local school personnel.

The unit can be studied on a wholly self-instructional basis, or with an instructor's direction. It requires about 6 to 10 hours of study time.

You will find in this unit a useful problem-solving model for the entire process of planning, implementing, and evaluating any sort of local educational improvement program.

CONTENTS

Page		
1	Introduction	
3	Study Plan	
12	Objective A:	Define the Problem-solving Process, List its Essential Components, and Illustrate Each with Examples from Everyday Life.
26	Objective B:	List the Phases in a Task Flow for Planning and Conducting a Local Educational Improvement Program.
38	Rhodes Case Study	
79	Objective C:	List Steps in Conducting a Needs Analysis as a Basis for Deciding on a Change Program.
95	Objective D:	Specify Requirements to be Met in a Search for National and Local Resources that could Meet Needs that have been Identified.
106	Objective E:	Specify General Requirements for Selecting a Change Program that Promises to Meet Needs that have been Identified.
111	Objective F:	Outline Requirements to be Met in Designing a Change Program.
116	Objective G:	Specify Kinds of Preparations Needed for Installing a Change Program.
121	Objective H:	Specify Requirements for Analyzing and Assessing the Implementation of a Change Program.
126	Objective I:	Specify Requirements for Assessing the Outcomes of a Change Program.
132	Objective J:	Specify Bases for Deciding Whether to Abandon, Change, Continue, or Expand a Change Program.
137	Post-Assessment Exercise	
142	Pre/Post Assessment Exercise - Answer Key	
147	Unit Evaluation	

UNIT 3. TASK FLOW FOR THE DESIGN AND CONDUCT OF LOCAL EDUCATIONAL IMPROVEMENT PROGRAMS

Introduction

A specialty of leadership in local educational change, whatever the position you occupy, calls upon you to have a working knowledge of the phases or steps in any educational improvement program, beginning with initial thinking about needs for change and continuing through the process of planning and conducting an appropriate change program. This unit offers you an overview of these phases in the form of a "task flow" for designing and conducting an educational improvement program. The purpose of the unit is to give you an introduction to the phases of a change program rather than giving you specific training for leadership in conducting each phase.

The task flow is presented as an application of a general problem-solving model. For this reason, the unit begins with an examination of the problem-solving process. You will study a problem-solving model and practice thinking it through in connnection with the process of solving everyday life problems - overcoming a difficulty, meeting a need, or accomplishing a desired purpose. Following this, you will be introduced to a task flow of the phases or steps in planning and conducting a local educational improvement program. The unit will give you practice in thinking through the purposes of each task as it is performed in different types of local change programs.

Upon completing this unit, you should be able to:

A. Define the problem-solving process, list its essential components, and illustrate each with examples drawn from everyday life.

B. List the phases in a task flow for planning and conducting a local educational improvement program.

C. List steps in conducting a needs analysis as a basis for deciding on a change program.

D. Specify requirements to be met in a search for national and local resources that could meet needs that have been identified.

E. Specify general requirements for selecting a change program that promises to meet needs that have been identified.

F. Outline requirements to be met in designing a change program.

G. Specify kinds of preparations needed for installing a change program.

H. Specify requirements for analyzing and assessing the implementation of a change program.

I. Specify requirements for assessing the outcomes of a change program.

J. Specify bases for deciding whether to abandon, change, continue, or expand a change program.

Probably you will take between one and two days to complete this unit. Below is a list of the activities you will perform in studying the unit, with a rough estimate of the time you will need for each.

Unit pretest	1 hour
Study of the general problem-solving model, with exercises (Objective A)	1 hour
Study of the task-flow model, as illustrated (Objective B)	1/2 hour
Reading the Rhodes case study as an example of the task flow	2 hours
Performing exercises in relation to the Rhodes case study (Objectives C-J)	4 hours
Unit posttest	1 hour
Giving your evaluation of the unit	1/2 hour

Unit Study Plan

Before beginning study of this unit, you should determine how intensively you want or need to study each objective. After a careful diagnosis of your needs and present attainments, if you judge that study of some of the unit objectives is unnecessary, you are free to omit them from your study.

Below is a guide for arriving at your study plan, either with help from your instructor (if you have one) or on your own. The guide calls for a four-step procedure: assess your needs to study the unit objectives, decide how to study them, assess your mastery of the unit objectives after study of the unit, and evaluate the unit.

Personal assessment of needs to study the unit. First, turn the pages of the unit quickly to acquaint yourself with the objectives and their contents. Twenty minutes should be sufficient for skimming the unit.

Next, perform the Pre-Assessment Exercise that follows to obtain a basis for estimating your present level of mastery of the unit objectives. The exercise contains questions giving you the opportunity to review your knowledge as related to the unit objectives. In doing the Pre-Assessment Exercise, use it simply as a way of determining what parts of the unit you need to study. It is not expected that you will pass the Pre-Assessment, though you are apt to find that you can answer some of the questions adequately before studying the unit.

When you have completed the Pre-Assessment Exercise, check your answers against the Pre-Assessment Exercise Answer Key (at the end of the unit). Keep in mind that this exercise is for your use in determining which parts of this unit will require the bulk of your study time.

PRE-ASSESSMENT EXERCISE - UNIT 3

Directions: This pre-assessment serves two purposes. It gives you the opportunity to demonstrate mastery of some unit objectives before studying the unit, and it orients you to the unit as preparation for studying it.

Feel no obligation to answer a question. It is not expected that you will necessarily be able to answer any of the questions. However, if you can give a fully adequate answer to a question on this pre-assessment, you have no need to do more than skim that part of the unit the question involves.

Probably you will need no more than one-half hour to complete this pre-assessment. When you complete it, turn to the Pre-Assessment Exercise Answer Key at the end of the unit to check your answers. After doing so, turn to the page following this Pre-Assessment Exercise to continue with your task of arriving at your unit study plan.

Objective A. Define problem solving and list the essential steps in the problem-solving process.

Definition:

List of steps:

Objective B. List the steps (phases or tasks) in a task flow for planning and conducting a local educational improvement program.

Objective C. List the steps (tasks) in conducting a needs analysis as a basis for planning a change program.

Objective D. Outline a procedure for a national search for resources that could meet the identified needs, and a procedure for assessing local factors favoring or opposing adopting selected resources.

National search for resources to meet the needs:

Local survey of factors for or against adopting any desired resources:

Objective E. Outline a procedure for selecting a change program based on needs and resources data, and a survey of local factors.

Objective F. Outline requirements to be met in the design of a local improvement program.

Objective G. List requirements to be met in preparing to install a local educational improvement program.

Objective H. State why it is important to assess the degree of implementation of an improvement program.

Objective I. What steps need to be taken in assessing outcomes of a local educational improvement program?

Objective J. List bases for deciding whether to abandon, change, continue, or expand a local improvement program after an initial trial.

Having completed the Pre-Assessment Exercise, you (with your instructor, if you have one) should check your answers with those given in the Pre-Assessment Answer Key at the end of the unit. Compare the quality and detail of your answers with those offered in the Answer Key. There is no one right answer to any of the questions but rather key points that are required for an adequate answer, with those points stated in your own words. The Answer Key probably contains fuller answers to most of the questions in the exercise than you can give before studying the unit.

In the following table (next page) you are asked to check the estimates you (and your instructor?) make of your level of mastery of each objective. Check HIGH if you judge your answer to be right on target and in adequate detail. Check MODERATE if you believe your answer to be good but lacking some points needed for a fully adequate answer. Check LOW if you find your answer to be inappropriate or incomplete, or if you did not answer the question.

After checking your level of mastery of each objective, check at the right whether the objective, or part-objective, requires merely review, or careful study. It is not a sound procedure for you to study the Answer Key as a way of learning answers to items in the Pre-Assessment Exercise. Instead, you should study the unit materials since they are meant to prepare you to give an adequate answer based on an understanding derived from reading and practice exercises.

UNIT STUDY PLAN CHECKSHEET

OBJECTIVE	TOPIC	PRESENT MASTERY H	M	L	REVIEW ONLY	NEED TO STUDY
A.	Definition of, and steps in, the problem solving process	___	___	___	___	___
B.	Steps in task flow for planning and conducting a local change program	___	___	___	___	___
C.	Steps in conducting a needs analysis basic to a local change program	___	___	___	___	___
D.	Steps in a resources search and survey of local factors in program choices	___	___	___	___	___
E.	Requirements to be met in selecting a local improvement program	___	___	___	___	___
F.	Requirements to be met in designing (blueprinting) an improvement program	___	___	___	___	___
G.	Requirements to be met in preparing to install an improvement program	___	___	___	___	___
H.	Reasons why it is important to assess degree of program implementation	___	___	___	___	___
I.	Steps to be taken in assessing outcomes of a local improvement program	___	___	___	___	___
J.	Bases for deciding to abandon, retain, change, or extend a change program	___	___	___	___	___

Study procedure. In studying the unit, you will gain by doing the objectives in the order in which they appear since each part of the unit assumes a level of understanding based on the previous parts. It is a good idea to at least skim those parts of the unit that you judge, on the basis of the Pre-Assessment Exercise, that you already have mastered.

You may wish to study all or part of the unit with one or more fellow students. Your instructor may elect to conduct group sessions either to introduce the unit, to review it after your study, or to add further material. And, of course, you could study the unit entirely independently.

You will note that, under each objective, explanatory material is given that is usually supported by illustrations and most often is involved in exercises you perform. The exercises are either followed immediately by explanatory materials to help you check and round out your answers, or they are provided with an Answer Key.

You probably will take one or two days to study this unit, depending on how intensively you need or want to study any or all of its objectives. It is best to go through the unit in its entirety first, then make plans for later and more intensive study of any areas of particular interest to you.

Post-assessment. When you complete study of the unit, you will find directions for the Post-Assessment Exercise. Perform the Exercise and check your answers against those given in the Answer Key. If you fail to show mastery of any objectives at this time, further study is indicated.

Unit evaluation. At the end of the unit you will find a Unit Evaluation Form. It will be helpful if you take a few minutes to complete it and return it to the address given. This will be an aid in making any revisions of the unit and in learning who can benefit from study of it.

Objective A. Define the problem-solving process, list its essential components (phases or steps), and illustrate each component with examples drawn from everyday life.

Definition of problem solving

Problem solving is the process of conducting any activities (including thinking) that are directed toward accomplishing a purpose (meeting a need, satisfying a wish, or resolving a difficulty) provided that the problem solver does not already know how to arrive at a solution and must either identify (choose) or create a procedure for reaching a solution.

Many instances of so-called problem solving do not fit under this definition since they do not require any choosing, planning, or creating; rather, they call merely for applying a procedure (formula, recipe) one already knows. For example, the answer to the question "What is 11 times 12?" may immediately come to mind because one has memorized it; or one can get the answer by using the familiar multiplication algorithm to figure it out; or one can look up the answer in a printed multiplication table; or one can ask another person for the answer. None of these procedures requires true problem solving.

You might illustrate problem solving by inventing a new method of getting the product of 11 times 12. Suppose you used your knowledge of addition and simple multiplication. You might proceed this way: 11 is made up of three 3's and one 2; 3 x 12 is 36 and 2 x 12 is 24; 11 x 12 is 36+36+36+24= 132. But, if you had been taught this method of getting a product, you would not be problem solving since you wouldn't have to choose or create a procedure for getting the answer.

Components of the problem-solving process

There is no official set of components or stages in the problem-solving process. However, the list of eight components given below is offered as one that covers the process of solving any sort of problem quite well. Study the list, the functions of each component, and the illustration given so that you will be able to perform the exercise that requires you to illustrate each component in the process of solving two sorts of problems.

Component

A. **Identifying a problem**

Functions: Realizing a need, recognizing a difficulty, or having a wish or purpose.

Illustration: A school administrator holding a masters degree decides that he wishes to obtain a doctorate in education.

B. **Analyzing the problem**

Functions: Specifying the criteria a solution needs to meet and specifying the requirements for satisfying those criteria.

Illustration: The doctoral program entered must be in a "prestige" university, it must not require full-time attendance, and it must not require getting another job and moving the family. Meeting these criteria calls for gaining admission to a doctoral program at one of the "name" universities within about 150 miles from home, and being able to attend classes mainly evenings, weekends, and during summer vacation.

C. Searching for a solution

Functions: Identifying, analyzing, and evaluting alternative potential solutions; or creating one or more potential solutions.

Illustration: A search for doctoral programs meeting the above requirements is made through study of catalogs, telephone interviews with university officials and professors, and inquiries of friends who have advanced degrees from nearby universities. Information is obtained about a doctoral program offered by an "open university" 500 miles away that requires only summer attendance plus an approved dissertation advisor near home. The alternatives identified are analyzed and evaluated. For the alternatives judged most desirable, information is sought on the likelihood of being admitted.

D. Choosing a solution

Functions: Matching needs (wishes, difficulties), alternative solutions, and resources available (money, time, etc.) to pick the best among the alternative solutions.

Illustration: After checking the preferred alternative doctoral programs available against one's schedule and bank account, the decision is made to apply to two of the nearby universitites and to the open university, and to enroll at the one ranking highest in preference order among those accepting the application. All three offer admission and a nearby university is chosen.

E. Preparing to try the solution

Functions: If the solution chosen is ready for use, this stage of problem solving may require only making specific preparations to put it into effect (as by preparing a schedule, informing people involved, etc.). However, often a solution chosen needs to be built or modified for use and often there is the need to design a plan for implementing the sclution.

Illustration: Preparing to begin study in the doctoral program may require meeting with program advisors, selecting courses, and undertaking a carefully-planned library project to build a background of knowledge in the area that very likely will be chosen for the dissertation.

F. Trying the solution

Functions: The task now is to implement the solution chosen with the purpose of resolving the problem. The objective is to obtain full and effective implementation of the chosen solution; otherwise, a failure to solve the problem may be due to faulty implementation rather than to shortcomings in the solution chosen.

Illustration: This phase involves studying in the doctoral program. Completing the phase normally takes years. Fully implementing the doctoral program requires that the student commit himself to it at a level that will meet the university requirements as to amount and quality of work.

G. Evaluating the solution

Functions: Determining whether the problem has been resolved. If it has not been fully resolved, to what extent has the solution been successful? Also, can the failure to resolve the problem be blamed on incomplete implementation of the solution chosen?

Illustration: Judging the success of the doctoral program can be done on a piece-by-piece basis to assess progress toward the goal of obtaining the doctorate. Are the courses taken contributing toward the final goal? (Such periodic evaluations could provide the basis for shifting to another university if the program were found unsatisfactory.) Obviously, the ultimate evaluation of the program would occur at the end: Was a doctorate granted? Did having the doctorate result in job improvements and advancement in the educational profession?

H. Deciding on a post-tryout course of action

Functions: In case the solution was successful, deciding whether to terminate action, continue the solution in force, or seek to spread its use. In case the solution was unsuccessful, deciding whether to give up the effort, or try to improve the implementation of the solution, or re-cycle to identify and choose another solution.

Illustration: In the event the doctoral program is judged to be progressing satisfactorily, it will simply be continued. If it is completed and terminates in a doctorate, that

will obviously terminate the problem-solving process. In case progress is not satisfactory, or the student leaves the program, or a doctorate is not granted, it may be necessary to improve the implementation of the program chosen or to seek another solution.

Exercises in the problem-solving process

Two exercises are provided to give you practice in thinking through the eight components of the problem-solving process. You will find these outlined on the worksheets for Objective A.

First, select that one of the two exercises you prefer to do. (You will be required to do both only if you have difficulty with the one you select and need further practice with the problem-solving process.)

In doing an exercise, think through the functions of each component of the problem-solving process as it relates to the problem you are working on, then write an illustrative answer for that component in the space provided. Attached at the back of the packet of worksheets for Objective 1-c is a sheet listing the problem-solving components and giving the functions of each. Refer to this sheet as needed while doing the exercise.

When you complete filling in the worksheet for the 8 components of the problem you chose, check your work by comparing it with the Answer Key in the back pocket of the unit folder.

If your answers were not on target for some of the components, do the other exercise and compare your responses to the Answer Key.

When you have completed the exercise, turn to Objective B on page 26.

WORKSHEETS FOR EXERCISES ON THE PROBLEM-SOLVING PROCESS

Directions:

Please check which of the two exercises you choose to do on the line to the left of the exercise title. If you later do the other exercise, write the word second on the line to the left of that exercise's title.

_____ Exercise 1. Preparing and Giving a Talk

_____ Exercise 2. Solving an Interpersonal Difficulty at Work

---

EXERCISE 1: PREPARING AND GIVING A TALK

1. Identifying the problem (The problem already is identified below.)

   You are to give a half-hour talk to the elementary principals of a school district introducing the purposes and make-up of the British open-classroom plan.

2. Analyzing the problem

3. Searching for a solution

   Cue: Think of different ways you could organize and conduct your talk.

4. Choosing a solution

   Cue: This calls for deciding among alternative ways of putting your talk together.

5. Preparing to try the solution

   Cue: If trying the solution is giving the talk, what prepares you for this?

6. Trying the solution

7. Evaluating the solution

8. Deciding on a post-tryout course of action

   Cue: If your talk didn't go over well, what to do about it?
   Or, if the talk evoked marked interest in the program, what could you do next?

Reminder: When you complete this exercise, check your work against the ANSWER KEY.

EXERCISE 2. SOLVING AN INTERPERSONAL DIFFICULTY AT WORK

1. Identifying the problem (The problem is identified below.)

   The principal of an elementary school accuses you of upsetting some of his teachers during visits to their classrooms to observe a change program.

2. Analyzing the problem

3. Searching for a solution

4. Choosing a solution

5. Preparing to try the solution

6. Trying the solution

7. Evaluating the solution

8. Deciding on a post-tryout course of action

Reminder: When you complete this exercise, check your work against the ANSWER KEY.

A GENERAL PROBLEM-SOLVING MODEL: COMPONENTS AND FUNCTIONS

Component	Functions
1. Identifying the problem	Realizing a need, recognizing a difficulty, or having a wish or purpose.
2. Analyzing the problem	Specifying the criteria (requirements) a solution needs to meet.
3. Searching for a solution	Identifying, analyzing, and evaluating alternative potential solutions; or creating one or more potential solutions.
4. Choosing a solution	Matching needs (wishes, difficulties), alternative solutions, and resources available (money, time, etc.) in picking the best among the alternative solutions.
5. Preparing to try the solution	If the solution chosen is ready for use, this stage of problem solving may require only making specific preparations for putting it into effect (as by preparing a schedule, informing people involved, etc.). However, often a solution chosen needs to be designed or modified for use, and often there is the need to design a plan for implementing the solution.
6. Trying the solution	The task now is to implement the solution chosen with the purpose of resolving the problem. The objective is to obtain full and effective implementation of the chosen solution; otherwise, a failure to solve the problem may be due to faulty implementation rather than to shortcomings in the solution chosen.
7. Evaluating the solution	Determining whether the problem has been resolved. If it has not been fully resolved, to what extent has the solution been successful? Also, can the failure to resolve the problem be blamed on incomplete implementation of the solution chosen?
8. Deciding on a post-tryout course of action	In case the solution was successful, deciding whether to terminate action, continue the solution in force, or seek to spread its use. In case the solution was unsuccessful, deciding whether to give up the effort or try to improve the implementation of the solution or recycle to identify and choose another solution.

ANSWER KEY TO EXERCISES ON THE PROBLEM-SOLVING PROCESS

Exercise 1: Preparing and Giving a Talk

1. Identifying the problem

The answer is given on the worksheet for the exercise.

2. Analyzing the problem

What should be the purpose of my talk: to give the principals a basis for deciding whether to adopt the ACT program, to induce them to adopt it, or merely to let them know the program exists?

What backgrounds have the principals that will tell me how to set the talk; Should I assume they have heard about affective education? Should I assume they will need to be convinced that such programs as ACT are worthwhile?

3. Searching for a solution

I could merely present a description of the program.

I could tell them what the program could offer a school.

I could tell them what is required to implement the program.

I could tell them what results the program has achieved in different settings.

I could use A/V materials such as transparencies shown by an overhead projector.

I could use film strips to offer a visual presentation of the program.

4. Choosing a solution

This step calls for deciding which of the alternatives considered under 3 above are to be adopted. Thus, you might decide to describe the program, tell what it can offer, tell what results it has achieved, and present these points with the visual support offered by transparencies.

5. Preparing to try the solution

This calls for outlining the talk or writing it out, then for rehearsing it either by yourself or trying it on a friend. The point is to get ready to deliver the talk.

6. Trying the solution

This step is accomplished by giving the talk.

7. Evaluating the solution

This step calls for judging how successful your talk was on the basis of spontaneous reactions from the audience (questions asked, clapping, compliments at the end of the talk, etc.), on the basis of reactions requested (as from a questionnaire you asked the audience to fill out), or on the basis of later evidence such as expressions of the desire to adopt ACT.

8. Deciding on a post-tryout course of action

Your course of action should depend on what happened re Step 7. Is a follow-up needed, or should you rest on your oars and wait for further responses?

ANSWER KEY

Exercise 2: Solving an Interpersonal Difficulty at Work

1. Identifying the problem

   The answer is given on the worksheet for the exercise.

2. Analyzing the problem

   An appropriate answer will deal with probing to determine the real source of the problem: is the principal correctly reporting the teachers' upset? Are the teachers upset because of fears that the observations will be told to the principal? Is the principal the one who is most anxious? Were there some failures to tell the principal and teachers what the observations were for, and how the data would be used?

3. Searching for a solution

   Maybe what is needed is to explain to the teachers what the observations were for, or to reassure them on how the observational data will be used.

   Maybe what is needed is to induce the principal to explain that he will not see the results of the observations.

   Maybe it is desirable to confine observations only to teachers who volunteer to be observed.

4. Choosing a solution

   Here any of the alternatives considered under 3 above, or any combination of them, can be chosen.

5. Preparing to try the solution

   This step may call for writing an explanation of the purposes of the observations and presenting it to the principal and teachers. Or it may call for scheduling appointments with teachers to talk with them about the problem.

6. Trying the solution

   Suppose it had been decided to talk it out with the teachers. This step then would involve having conferences with teachers and discussing the matter; or meeting with all the teachers who were upset to seek clarification and a solution.

7. Evaluating the solution

   This step would call for evaluating data on the upshot of the efforts at solving the problem raised. Are the teachers now satisfied about the observations, comfortable about them, willing now for you to conduct further observations? Is the principal satisfied that things now are O.K.? Is further negotiation desirable?

8. Deciding on a post-tryout course of action

   Are things now O.K. so you can proceed as before the crisis arose?
   Do you need to offer further explanations?
   Do you need to change your course of action?

Objective B. List the phases in a task flow for planning and conducting a local educational improvement program.

The eight components of the problem-solving process offer a rational and systematic basis for planning and conducting any sort of innovative program in a school district or school. However, it is useful to divide three of the eight components each into two tasks, breaking the task flow for a change program into 11 tasks as given in the table below.

In studying the table presenting the task flow, your purpose should be to become familiar enough with it to generate from memory the 11 tasks (stated in your own words rather than memorized) and to place them in a logical order. In learning the list of tasks, it will help you to study them as they relate to the componenets of the general problem-solving model. Also, you will find the illustrative items helpful in learning the task flow.

The functions of each task will be explored later in the unit in relation to Objectives C-J. At this time, your study should be focused on learning the task flow as a logical sequence of steps in planning and conducting a change program. To assist you in accomplishing this, an exercise sheet is provided (page 30 that lists the eight components of the general problem-solving model and provides space for filling in the eleven tasks in the task flow w opposite the appropriate components. When you have studied the table sufficiently, test your knowledge of the task flow by filling in the practice sheet.

TRANSLATION OF A GENERAL PROBLEM-SOLVING MODEL INTO A TASK FLOW FOR A LOCAL CHANGE PROGRAM

Components of a general problem-solving model	Task flow for a change program	Illustration: A change program in elementary mathematics
Identifying the problem	1. Specify the school system's aims in the area of concern	All students should master the four basic arithmetic operations, should learn to think in mathematics, and should enjoy mathematics.
	2. Assess shortcomings in accomplishing these aims	Elementary students in the Blankety District score low in arithmetic skills and mathematical reasoning; math is generally disliked.
Analyzing the problem	3. Conduct an analysis to identify likely causes of the shortcomings	With ability grouping, the low groups are taught almost exclusively via drill and memorization; the textbooks used are out-of-date; few math supplementary materials are available; many of the teachers dislike teaching math.
Searching for a solution	4. Conduct a resources search for ways of overcoming the shortcomings identified in the needs analysis	Several reasonably priced textbook series stressing modern mathematics and mathematical reasoning are identified; cooperative teaching is identified as a way of having teachers who like math do most of the math teaching; the use of heterogenous grouping seems desirable.
	5. Conduct a local analysis of factors favoring or opposing the adoption of each alternative solution being considered	The school board, administration, and parent representatives favor adopting modern math, eliminating ability grouping, and introducing team teaching; however, there is money only for a pilot program introducing these changes in one elementary school. The principal and most teachers in X Elementary School want to try the changes recommended.
Choosing a solution	6. Select the change program to be introduced	The Eureka Modern Math program is chosen; the Harvard cooperative teaching plan is selected (multi-age grouping, hierarchical team organization, use of aides, informal specialization in teaching preferred subjects).

Preparing to try the solution chosen	7. Design the change program	A blueprint of the new math program is drawn up, specifying the new learning materials and how they are to be used; the organization and conduct of team teaching is spelled out.
	8. Plan and conduct the activities required in preparing to install the new program	During the spring and summer, the new materials are obtained, the staff selected for the pilot project is trained in the use of the new math materials and in the conduct of cooperative teaching. The school system and the community are oriented to the new program. Preparations are made to supervise and evaluate the program.
Trying the solution	9. Install and conduct the change program, and assess the degree of implementation of its features	As of September, the new math program is introduced in X School with consultative help from the district's central staff in implementing the program's features. During the first year of the program, reasonably complete implementation of the program is achieved, though the teachers still need a better grasp of the new math and of ways to teach it.
Evaluating the solution	10. Assess the outcomes of the program as related to its aims	Outcomes are favorable; students enjoy the program, the teachers like cooperative teaching, and achievement results show general improvement in both skills and mathematical reasoning.
Deciding on a post-tryout course of action	11. Decide on the basis of evaluative data whether to abandon, change, continue, or expand the program	Assuming the first year of the pilot program is complete and that results are as stated above, the decision probably should be to continue the pilot test for at least another year to improve program implementation and to get fuller outcome data. Personnel from other schools may want to intern in the program with the intent of adopting it later in their schools.

Practice Sheet for Listing Tasks in the Task Flow (Objective B)

Instructions: Opposite the appropriate components of the problem-solving model presented below, write the tasks in the task flow in you own words. Check your answers by referring to the table on pages

Components of a general problem-solving model	Task flow for planning and conducting a local educational improvement program
Identifying the problem	
Analyzing the problem	
Searching for a solution	
Choosing a solution	
Preparing to try the solution chosen	
Trying the solution	
Evaluating the solution	
Deciding on a post-tryout course of action	

It is important to hold in mind while studying the task flow that the tasks are not always performed in the order of their listing. A task later in the task flow can sometimes be performed before one listed earlier, or two or more tasks may be performed together. Also it is important to recognize that some of the tasks may have omitted in planning and conducting a given change program. The task flow as presented is offered as an ideal, rational model for systematically planned change programs.

Four of the 11 tasks listed are particularly likely to have been omitted in local change programs, or not to have been given formal attention. These are Tasks 1, 3, 4, and 8 in the task flow presented. Task 1, Specify aims in the area of concern, may be slipped over with attention given to identifying shortcomings in accomplishing aims (Task 2) without paying specific attention to saying what the aims are in the area of concern. In such cases, important aims that the school system would consider important are apt to be ignored. Thus, in the elementary reading program, such aims as having students enjoy reading, or having them do independent reading, are apt to be ignored and exclusive attention given to reading levels attained on nationally-normed reading tests.

Task 3, Identify likely causes of shortcomings in accomplishing aims, sometimes is passed over by moving directly from Task 2 on identifying shortcomings to Task 4 on searching for resources to overcome the shortcomings. Task 4, Conduct a resources search, ... frequently is passed over by paying exclusive attention to one resource that is recommended as a good solution to the shortcomings noted.

Task 8, Plan and conduct the activities required in preparing to install the new program, also often is shortchanged. A school system may try to place a new program in effect with only perfunctory attention to making preparations for installing it. Teacher training for work in the new program is especially likely to be slighted.

Some of the tasks benefit from being performed together and in relation to one another. This is especially true of Tasks 4 and 5. It is important to know what the local resources are, and what the attitudes and wishes of local decision makers are, while examining possible solutions to needs identified in Tasks 2 and 3. Otherwise there is the danger that attention will center on certain possible solutions (Task 4) that are not feasible because of local factors (Task 5).

Another important basis for departing from the performance of the 11 tasks in the order of their listing has to do with what usually falls under the label "feedback" or "feedback loops." Often it happens that difficulties in implementing a change program (Task 9) may call for revising provisions for staff training in the program (Task 8), for changing the design of the change program (Task 7), or even for choosing another program (Task 6).

A person holding responsibilities for leadership in a local improvement program may enter the scene at any of several stages in the task flow and may see the need to turn to earlier stages. For example, the point of entry may be where the school system has tentatively decided to adopt a particular change program (Task 6). There may be the need to check back to determine whether the proposed change program will meet the needs that have been identified (Tasks 1-3), or whether other likely resources for meeting the needs have

received adequate attention (Task 4). The point of entry also could be after a change program has been placed in operation (Task 9) and after difficulties in implementing it have been encountered. In such a case, it may be necessary to return to earlier tasks to seek a remedy to the difficulties.

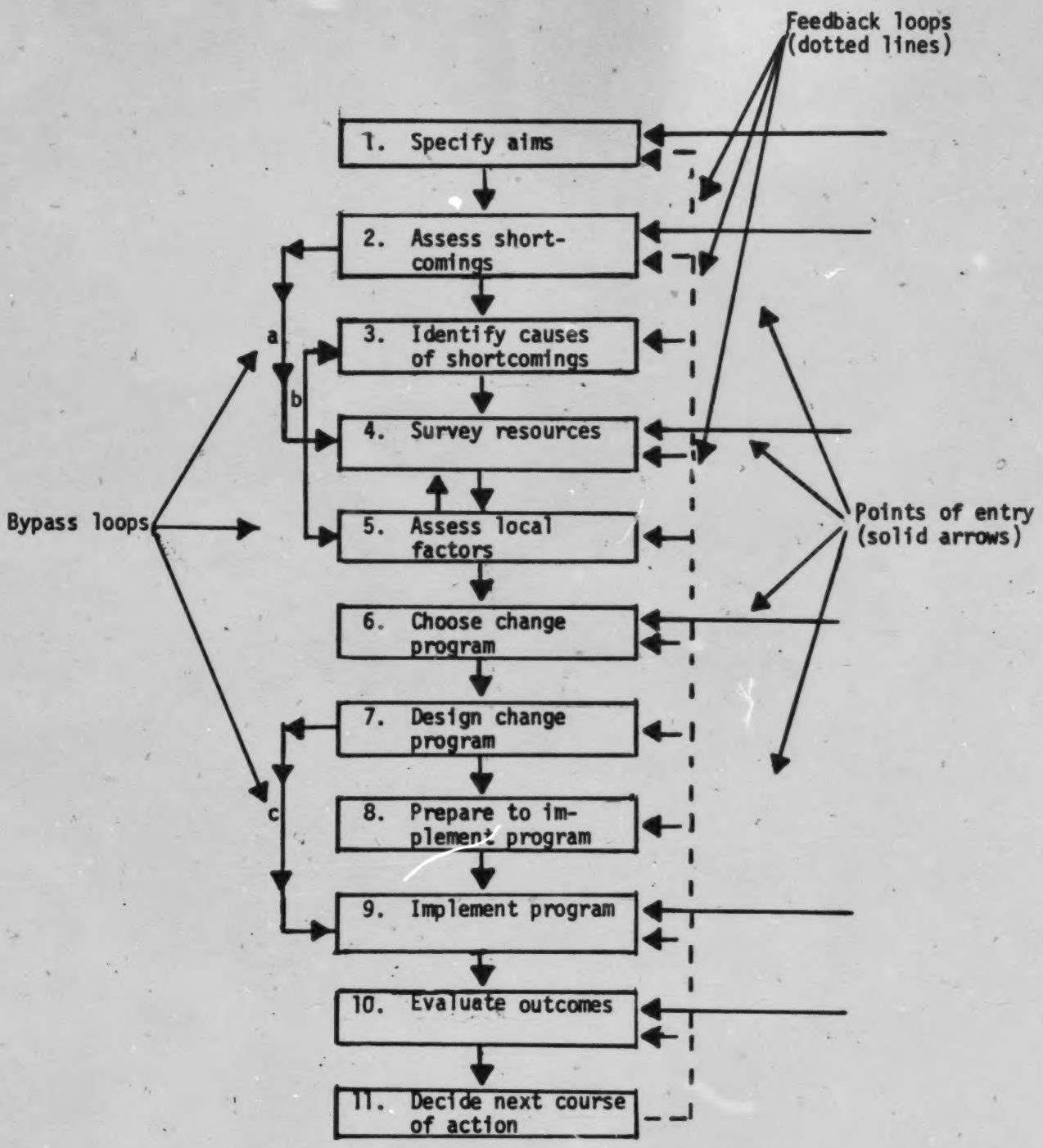
Some of these relationships are represented in the diagram on page 17. The diagram presents the 11 tasks in the task flow in a logical order, with the line of arrows running through the boxes indicating the performance of the tasks in the order of their listing. However, the reverse arrow connecting Tasks 4 and 5 indicates that Task 5 (analyze local factors favoring or opposing the adoption of alternative solutions) can be performed before, or together with, Task 4 (conduct a resources search).

The loops at the left of the diagram marked a, b, and c indicate the tendency to by-pass or slight Task 3, 4, or 8. Also, the task flow could be entered at Task 2 without paying formal attention to Task 1 that calls for specifying aims before assessing shortcomings in accomplishing aims.

The dotted lines at the right of the diagram indicate feedback loops. Note that a feedback loop can begin with any task in the task flow and turn back to any previous task or tasks.

The solid-line arrows at the right indicate six different points of entry for a specialist in local educational change. In other words, a specialist could be called in when a local change program had advanced to any of the stages represented by Tasks 1, 2, 4, 6, 9, and 10. When coming on the scene, the specialist could help the school system advance to later tasks in the task flow or could turn attention back to earlier tasks if this seemed desirable.

TASK FLOW DIAGRAM SHOWING BYPASS LOOPS, FEEDBACK LOOPS, AND POINTS OF ENTRY FOR SPECIALISTS IN LOCAL CHANGE



The 11-step task flow offered in this unit differs from other change models mainly in breaking the process down into more (or smaller) steps. By way of example, four other models to be found in representative works on planned change are presented below. The models deal with the stages of planned change (Havelock), the phases of planned change (Lippitt, Watson, and Westley), educational management (Kaufman), and the stages in planned change (Bushnell and Rappaport). The four models are presented in abbreviated form below, with bibliographical references.

Havelock, Ronald G. The Change Agent's Guide to Innovation in Education. Englewood Cliffs, New Jersey: Educational Technology Publications, 1973.

These are Havelock's six "stages of planned change":

1. Building a relationship
2. Diagnosis: from pains to problems to objectives
3. Acquiring relevant resources
4. Choosing a solution
5. Gaining acceptance (of the innovation)
6. Stabilizing the innovation and generating self-renewal

(In another volume with Mary C. Havelock, Training for Change Agents, Ann Arbor, Michigan: Institute for Social Research, 1973, four different change models are described: "the problem-solver view of the change process," "change as a research-development-and-diffusion process," "change as a process of social interaction," and "change as a linkage process." The Havelocks favor a synthesis of the four models they describe).

Lippitt, Ronald, Watson, Jeanne, and Westley, Bruce. The Dynamics of Planned Change. New York: Harcourt, Brace & World, 1958.

"The phases of planned change: are given as these seven:

1. The development of a need for change
2. The establishment of a change relationship

3. The clarification or diagnosis of the client system's problem
4. The examination of alternative routes and goals; establishing goals and intentions of action
5. The transformation of intentions into actual change efforts
6. The generalization and stabilization of change
7. Achieving a terminal relationship

(Note that this model places emphasis on the role of a change agent.)

Kaufman, Roger A. Educational System Planning. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.

"The management of education is defined here as a six-step process that includes:

1. Identification of priority needs and associated problems
2. Determining requirements to solve the problem and identifying possible solution alternatives for meeting the specified needs
3. Selecting solution strategies and tools from alternatives
4. Implementing solution strategies, including the management and control of the selected strategies and tools
5. Evaluation of performance effectiveness based on the needs and the requirements identified previously
6. Revision of any or all previous steps .. to assure that the educational system is responsive, effective, and efficient

Bushnell, David S., and Rappaport, Donald (eds.). Planned Change in Education: A Systems Approach. New York: Harcourt Brace Jovanovich, 1971.

Bushnell, in Chapter 1, "A Systematic Strategy for School Renewal" offers "six steps toward a systematic change strategy," as follows:

1. Diagnosing the problem
2. Formulating objectives
3. Identifying constraints and needed resources
4. Selecting potential solutions
5. Evaluating alternatives
6. Implementing the selected alternative

The overlap of these models with the 11-step model presented in this unit is obvious and not surprising since all five models are meant to cover the problem-solving process as related to educational (or societal) change. For the purposes of this unit, the 11-step model has the advantage of being more explicit than the other four with respect to several aspects of the process of planning and conducting change programs.

Needs analysis in our model involves three aspects: specifying aims in an area of concern, assessing shortcomings in accomplishing these aims, and making a causal analysis of the shortcomings. None of the four other models is as explicit about the needs-analysis process. In our model, the choice of a change program depends on three sorts of data: results of the needs analysis, the identification of resources that could meet the needs for change, and a survey of local factors influencing the choice from among the alternative resources located. None of the four other models states clearly the fact that the choice of a change program needs to depend on all three sets of data. The 11-step model also is more explicit in requiring that a formal design of the change program be created, and in requiring formal planning for implementing the change program.

The advantages claimed for the 11-step model mainly result from the fact that it spells out steps that other models either imply or lump together under more general headings than are used in our model.

THE RHODES MIDDLE SCHOOL: A CASE STUDY ON PLANNING AND CONDUCTING A LOCAL EDUCATIONAL CHANGE PROGRAM

The table presenting the task flow (see pages 28-29) offers an example of a change program in elementary mathematics that presents simulated data to illustrate the task flow in the case of changing curricular materials in one subject area.

The following case study, presenting real data, is a report on planning and conducting the program of the Rhodes Middle School in the Philadelphia Public School System. The case data were obtained in an interview with the school's principal, Mr. Jacob Hoffman. The Rhodes case study is used in this unit to provide illustrative data on each of the 11 tasks in the task flow for a local educational change program. The case study is presented on the following pages, organized in terms of the sequence of 11 tasks. Pertinent excerpts of the Hoffman interview are given rather than the entire content of the interview.

At this time, read through the entire case study (pages 41-78) to obtain a grasp of the full process of planning and conducting the school's program through the 11 tasks. After this initial reading, you will study each of the 11 tasks in some detail and perform an exercise on each task using the Rhodes case data.

When you read the Rhodes case study, imagine yourself in Mr. Hoffman's role and vicariously live through the process of creating the Rhodes Middle School. While reading the Rhodes material, prepare to answer the three questions in the exercise on the next page. These questions direct your attention to key aspects of Mr. Hoffman's role of leadership in local educational change. When you finish reading the case study, write your answers on the exercise worksheet.

WORKSHEET FOR EXERCISE ON MR. HOFFMAN'S ROLE IN PLANNING AND CONDUCTING THE PROGRAM OF THE RHODES MIDDLE SCHOOL

1. What advantages did Mr. Hoffman have in establishing the Rhodes Middle School as a result of his having long and varied experience as a staff member of the Philadelphia Public Schools and three-years' experience as assistant to the District Superintendent of Schools?

2. What were major difficulties Mr. Hoffman had to deal with in creating the program of the Rhodes Middle School?

3. What were key decisions Mr. Hoffman made that probably contributed to the successful establishment of the Rhodes Middle School?

THE RHODES MIDDLE SCHOOL: A CASE STUDY ON PLANNING AND CONDUCTING A LOCAL EDUCATIONAL CHANGE PROGRAM

Introduction

This case study illustrates 11 steps in a task flow on planning and conducting a local educational change program. The data were mainly obtained in an interview with Mr. Jacob Hoffman, principal of the Rhodes Middle School in Philadelphia. Additional data came from written materials provided by Mr. Hoffman when he was interviewed on April 16, 1973.

The Rhodes Middle School is one of the first middle schools established by the Philadelphia School District as part of a program to restructure the elementary and secondary organization to a 4-4-4 plan, with grades 5-8 placed in the middle school.

The decision to build the school was made prior to 1967. Plans for the school building were completed in 1969 and ground was broken early in 1970. The community in North Philadelphia served by the school is predominately black and about 40 per cent of the students in the school are from welfare families. In District 4 where the school is located, many of the existing school buildings were old, and population projections indicated the need for new facilities. There had been growing pressures from the community to build new schools in the area. Money became available to construct the needed schools, and the Rhodes School came into being.

Mr. Hoffman was appointed to the position of principal in June 1970, after ground was broken for the building. He had no inputs to the physical planning for the school. He was given a full year in which to plan and prepare for

installing the school's instructional program. The school began operation in September 1971.

Mr. Hoffman has had training and experience in both elementary and secondary education with specializations in teaching, counseling and guidance, and administration. He has held elementary principalships in several Philadelphia schools and was Assistant to the Superintendent of District 4, Dr. Ruth Hayre, for the three years prior to his present position.

In planning the new school's program, Mr. Hoffman had two full-time associates. One, assigned as Vice Principal, was a black woman who had formerly been one of Mr. Hoffman's students and who, when he was principal of Stanton Elementary School, was a master teacher on that school's staff. In planning the new school, she took the major responsibility for curriculum. The other was a "roster man" whose job was to make school schedules. He joined the school staff in April 1971. Later he became a Vice Principal. Assistance in planning came from the District Superintendent, from the office of the Deputy Superintendent for Planning and particularly from Mr. Jospeh Goldstein who is Director of New School Planning, and from a Community Advisory Committee representing chief constituencies in the community.

The circumstances of Mr. Hoffman's appointment to the principalship of the new middle school are of particular interest. Dr. Hayre wished to appoint him principal of the school since she considered him innovative and creative. Dr. Hayre asked Mr. Hoffman how he would feel about being interviewed by the Community Advisory Committee that had screening of candidates for the principaship as one of its functions. He said he liked the idea since it would tell whether he was wanted. He wouldn't want the job otherwise.

An issue that arose in Mr. Hoffman's meeting with the committee was that of changing the name of the school, The Board of Education had named it the Betsy Ross Middle School. The community leadership was strongly opposed to this name and desired to change it to a name approved by community spokesmen.

In Mr. Hoffman's words: "I told my superintendent I wanted the committee to decide whether they wanted me. If the community didn't want me there was no point in my trying for the job. About 20 persons applied for the job. I'd been in close touch with the school as it was being set up. I told the committee how I saw the school and several things I'd try to do. They asked me that if I could do all these things, why couldn't I get the school's name changed from Betsy Ross? I promised that, if I were chosen, changing the name would be my first order of business. I was selected."

After he was appointed to the principalship, Mr. Hoffman built a close working relationship with the Community Advisory Committee. "First thing, I told them that I meant all the promises I'd made to them. I told them I needed help and asked them to be the nucleus of an advisory committee..... We met once a month. They selected a chairman and appointed committees. The big thing was to change the school's name and their name committee was most important."

It took about seven months to get the name changed. Here is Mr. Hoffman's report on how it came about. "Most Board of Education members took a strong stand not to change the school's name. I think that Board members felt that, if they changed our name, other names would have to be changed. I visited and spoke to Board members I knew. I kept hammering away though they said changing

a school's name had never been done before..... The thing that broke it was when I attended a large community meeting held by the Urban Coalition. One of the speakers was Reverend Nichols, a member of the Board of Education. It so happened that the founder and publisher of The Tribune (Philadelphia's largest Negro newspaper) died the night before the meeting. Mr. Rhodes was a very prominent Philadelphia citizen and had been a member of the Board of Education. So I asked Reverend Nichols, 'how about calling the new school E. Washington Rhodes?'. He answered, 'I'll help you with that.' I kept pressing this issue because I didn't see getting the school off the ground unless I got the name changed. Mr. George Hutt and Mr. Sebastian, board members on the Name Committee; Dr. Costanza, the Superintendent of Schools; and David Harowitz, Deputy Superintendent of Instruction, supported the name change. Finally a resolution to that effect was introduced in the Board of Education and it passed. I got the Community Advisory Committee to send a statement to the Board, thanking them."

Obviously, Mr. Hoffman and his associates, with the limited resources and time available to them, could not plan the program for Rhodes Middle School in complete detail; many details needed to be worked out when the program was placed in operation. Also, many of the details they worked out were not put in written form, as desirable as this would have been. Further, it was not possible for Mr. Hoffman, in a four-hour interview, to convey all the details of the highly complex process of planning and implementing a total school program. In view of these considerations, the material presented under each of the 11 tasks should be viewed as illustrative of the sort of data that would be included in a more complete account.

The necessary incompleteness of the data under each task offers the student an excellent occasion to think through the requirements for fully performing each task and to offer suggestions on what might have been added or what might have been done differently. The material presented under each task, and the exercise for each task, have been structured with this purpose in mind.

Whenever quotes appear, the data are presented in Mr. Hoffman's own words as recorded on tape and transcribed by typing. This adds to both the accuracy and the personal quality of the data presented. It is unfortunate that space did not permit inlcuding the entire interview. However, under each task in the task flow, the effort was made to include all essential data from the interview.

RHODES CASE DATA ON TASK 1: SPECIFY THE AIMS IN THE AREA OF CONCERN.

In relation to planning for the Rhodes Middle School, this task may be restated as follows: What aims was the Rhodes Middle School designed to accomplish? Mr. Hoffman's answer to this question is given in his own words.

"About a year before my selection for this school, Dr. Hayre had a mass conference of community people. She asked them 'What do you want in the schools? What are your criticisms of the schools? What are you looking for with your kids?' The outcome was that District 4 came up with a 5-year plan for all schools in the district. There were three main aims or goals: 1. Bringing every child up to grade level in reading, or at least having each child make a year's progress in reading in one year. 2. Enhancing the self-image of every child in the district. 3. Increasing the overall community involvement in the schools. Also, community people wanted the school to be a happy place and a safe place. In some of the hunior high schools the attendance is very low because kids are afraid of gangs and other hazards in getting to and from school."

"We wanted the instruction to be individualized and we wanted kids to be more involved in what happens to them."

"Another thing we wanted was to have an inter-disciplinary approach to instruction instead of a subject-centered approach. This means, for example, bringing together language arts, social studies, and science in the same lesson."

"As far as parents were concerned, we wanted school to be a pleasant place for them to come."

"The Board of Education didn't have any specific requirements as far as what kids should learn in middle school. Pennsylvania schools work within a

framework of state requirements. These are very specific for the elementary school and the junior high school. But the middle school does not have any specific requirements for the parts of the elementary or secondary curriculum within its framework. In the case of the Middle School, the Pennsylvania Department of Education reviews curriculum plans submitted for approval."

RHODES CASE DATA FOR TASK 2: ASSESS SHORTCOMINGS IN THE ACCOMPLISHMENT OF AIMS.

In relation to planning the Rhodes Middle School, this task can be restated to be that of determining shortcomings in the present accomplishment of the aims selected in the junior high schools that Rhodes is meant to replace. The case data, again in Mr. Hoffman's words, are presented under the appropriate headings.

On reading achievement:

"Our kids are underachievers in reading in the entire District 4. The feeder schools send kids to us who are significantly underachievers in reading. When I asked the Community Advisory Committee what they wanted for the kids, they first talked about quality education and then they talked about the fact that they wanted our kids to be better readers."

"Underachievement in reading is in the secondary schools as well as at the elementary level. Poor reading is a main cause for the many dropouts or pushouts. The kids aren't reading well in the high schools."

On community involvement:

As noted in the Introduction to this case study, community members felt strongly about their not being involved in naming the school when it was decided by the Board of Education to call it the Betsy Ross Middle School.

"In the North Philadelphia community there is a deep feeling that they always have been shortchanged. If you mention a cafetorium they don't want it. They want an auditorium and they want a lunch room. This is a way of shortchanging the black community--other schools have this but we don't."

On lack of individualized instruction:

"One of the biggest beefs of parents is that in the large schools the kids are lost in the shuffle. The kids don't know the teachers, the teachers don't know the kids. 'Hey, you get your hat off,' is what you hear teachers saying."

On students not feeling happy or safe:

"As you know, in some of the junior high schools the attendance is very low because kids are afraid of gangs and other hazards in getting to school. And once they get to school, they are worried about getting home."

RHODES CASE DATA ON TASK 3: CONDUCT AN ANALYSIS TO DETERMINE LIKELY CAUSES OF SHORTCOMINGS IN ACCOMPLISHING AIMS.

With respect to planning for the Rhodes Middle School, this task is that of analyzing current junior high school practices to identify likely causes of some of the shortcomings identified under Task 2. Below are excerpts from Mr. Hoffman's interview describing faults he found with junior high schools.

Wasted staff resources:

"I found that all the junior high schools have fragmented rosters. What I mean by that is that every school has a group of the old heads who have been around, who are the strongest and most experienced teachers. They should be in the classroom, but instead, they have all the cushy jobs. One handles the assemblies, so he teachers only one or two periods a day. Another has the yearbook, another the safety patrol, another graduation arrangements. You have all these wasted people that we used to call 'white coat boys.' You build up a system where everybody tries to get to a point where he doesn't have to teach more than a day or two a week. And the new teachers come out of college and they give them the largest classes, the difficult classes, the slow-moving classes. It's a matter of survival and some who survive become the white coat boys of the future."

Subject-centered teaching:

"We found that the schools are subject-centered. Teachers say they're science teachers of social studies teachers. They think the kids are supposed to know how to read when they come to junior high school and that they aren't supposed to teach them reading. A teacher thinks that if she just had the right kind of kids to teach, she could do a good job of teaching them social studies."

Use of a tracking system:

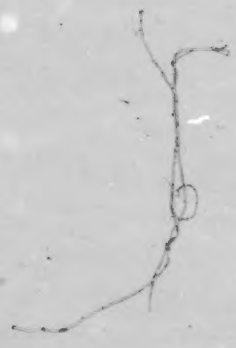
"We have this religion of calling kids slow, medium, and fast in our schools. One teacher gets what they consider a top group and the teacher in the middle, she waits till next year hoping she can get a top group. Then they have a person at the bottom who has the third group. This is the teacher who gets up in the morning with a hard knot in her stomach. She can't face the next day so she says, let's see -- I have 10 days' sick leave coming, so I'll take two days on Monday and Tuesday and then I'll come in on Wednesday and last through Thursday and then take a long weekend and go skiing. Meanwhile, the kids get substitutes. When the teacher finally returns, the place is a shambles, and it takes all day to pull the think together. The low groups are practically written off. Those are the kids that don't learn anything. And the grade system is there too. It holds back the fast students. A teacher may have the brightest kids, actually brighter than the teacher. The kids want to go-go-go and the teacher doesn't help them move ahead to more advanced work."

Large, impersonal schools:

"These schools are much too impersonal and large. Teachers don't know the kids. Kids have to sit there for 45 minutes and keep quite. When class is over they dash out into the hall and all Hell breaks loose. Then they get them together again and they try to get them to quiet down. Then they break out again in 45 minutes. There is a lot of cutting. Also, the lunchrooms are crowded. There are 500 or 600 kids with 45 or 50 minutes for lunch. They gobble their food in five minutes and then throw stuff around."

Remediation focus:

"Our schools have a remediation focus. Always the talk is about catching up. The kids are two years behind, teachers are negative, and the kids feel guilty."



RHODES CASE DATA ON TASK 4: CONDUCT A RESOURCES SEARCH FOR WAYS OF OVERCOMING THE SHORTCOMINGS IDENTIFIED IN THE NEEDS ANALYSIS.

In planning for the Rhodes Middle School, Mr. Hoffman had the task of identifying and evaluating various resources existing anywhere that could overcome faults in today's secondary schools and thereby remove shortcomings in the accomplishment of designated aims. The interview excerpts given below indicate that he conducted an intensive search for resources to supplement the knowledge of various practices that was already in his possession. Notice that, in studying various practices, he was very critical of some because he judged that they only appeared to correct faults in usual junior high school programs.

"In looking for resources we could use, I did a lot of reading: articles in the Elementary School Principal, a book by Eichhorn on the middle school, and many brochures on different practices. I did some traveling, visiting places where they have middle schools. Some schools I found were well publicized, but they are not the best schools. All some of them did was change their names from Jones Junior High School to Jones Middle School. They didn't change the organization or anything else. They still played the roster game and all that."

"I couldn't find a middle school model I liked anywhere. They all were copying junior high schools. So I looked around at different levels. I saw good programs at the early childhood level. Follow Through has a good model. I was interested in their use of behavior modification."

"I visited Bernice Wolfson in Wisconsin and saw her use the open classroom to personalize learning. This helped move our planning along."

"As far as the multi-disciplinary aim, I went to the Instructional Services division of our school district for information about getting units based on more than one discipline. The resource I found there was a willingness of Dr. Staples and staff members under his direction to help us build some multi-disciplinary units."

RHODES CASE DATA ON TASK 5: CONDUCT A LOCAL ANALYSIS OF FACTORS FAVORING OR OPPOSING THE ADOPTION OF EACH ALTERNATIVE SOLUTION BEING CONSIDERED.

In the case of planning the program of the Rhodes Middle School, this task involved determining what assistance would be provided by the school district in planning aspects of the school's program; what funds would be made available for materials, equipment, and staffing; and what sorts of changes from the program of the traditional junior high school would be acceptable to school officials. In addition, the task called for determining what changes would receive community approval and support.

Support from the school district:

"My District Superintendent gave me carte blanche in planning. Also, since I knew the various components of the Philadelphia school district -- the various administrators and directors -- I knew whom to go to and that sort of thing. So I didn't need entree and that facilitated my work."

"Dr Staples in Instructional Services was very receptive to what I was trying to do. I said I wanted an inter-disciplinary approach. He asked me to talk to his staff, since he wanted them doing the same thing. Key members of his staff met with me to plan new inter-disciplinary curriculum units."

"Dr. Goldstein, the Director of New School Planning, was very helpful to me. Out of talking with his staff grew a milestone chart for planning the school. Dr. Goldstein provided seed money for my visits to various new programs. Also he supported me in my efforts with other divisions of the school district."

"As far as support for reading is concerned, the District got $600,000 for reading from the Government, and I got about $22,000 out of that. So we were able to purchase materials for the Sullivan basic reading program."

Limitations imposed by the school district:

"Whenever you want to try something new there are a million factors that work against your doing it. If you're willing to fight gravity, you have to do it without getting upset or sour about it or feeling sorry for yourself. What you have to do is keep working and trying the different things and figure on percentages. The worst thing you can do is to get the feeling, 'Well, they don't appreciate me,' or 'What's the use of working or trying because it's just not going to work,' instead of saying, 'Well, we did this and we did that, and we lost out here!"

"I had no leverage as far as hiring people for the school's staff. I managed to get 18 teachers I wanted but I couldn't begin to tell you all the phone calls and trying to fit them into the structure of the school system's personnel situation. Most of the people I got were forced transfers. If a school's projected enrollments called for more teachers than they actually needed, the excess teachers were shoved into other jobs. Those were the teachers I got to fill most of my positions."

"I was supposed to have a full-blown staff development program during the month of August before school opened. The idea was that everybody on my staff was to be hired by August. But the personnel situation in the school district did not allow them to hire people for me because they had to see how many people would be forced out of their jobs. These people had a priority. Also, the people in personnel were on vacation and interviews could not be held. So I took a quick look at this and decided there was no point in my getting aggravated. I figured I had a hard year coming up and I might just as well take my long-awaited trip to Europe. I went to Europe for a whole month and returned to pick up the pieces."

Limitations imposed by the school building:

"As I looked at the building, I figured I couldn't do a thing about it, so why not make a plan that used the building to maximum capacity. But I didn't follow the building all the way. The building plans called for a room for large group instruction. But I didn't believe in large groups, so I turned the room into a regular classroom. Also, I had to find rooms for a learning resources center -- that called for changing the use planned for the building. And I didn't believe in activity rooms next to the lunch room and we changed that."

Community influences:

"The community people had heard middle school people talk about the house concept. They liked the idea of a smaller school. But they had reservations about team teaching. When I came up with the idea of team planning, not team teaching, that was highly acceptable to them."

RHODES CASE DATA ON TASK 6: SELECT THE CHANGE PROGRAM TO BE INTRODUCED.

In the case of planning the Rhodes Middle School, this task consisted of deciding what features or components would be incorporated in the school's program. The features Mr. Hoffman selected as bases for the Rhodes instructional program are listed below, with brief comments on each by him.

Nongrading

"I decided that the best way to beat the current teaching system was to go nongraded. The school building was planned in terms of a 5th grade house, a 6th, a 7th, and an 8th. But I decided that each house would have kids from all four grades. In each house, we'd have all the kids together in a learning community. You could go into a class and ask, 'How many 5th graders?' and some would raise their hands. 'How many 6th graders?' and others would put up their hands. They'd know their grades but would be working together."

The house plan

"The school lends itself beautifully to the house concept. You need a small school to give a kid a good self-image -- four small learning communities rather than a large school. With 400 kids in each house, every teacher can know every kid. So when a kid comes in from another house the teacher knows he doesn't belong. This gives a certain amount of control. Knowing the kids better can make for a more relaxed situation."

Equal teaching loads

"I decided that there wouldn't be any Indian chiefs in the school. Everybody would have an equal number of teaching periods."

Team planning

"Instead of team teaching, we went for team planning. The idea is that three or four teachers would be responsible for the instructional program of 'X' number of children. They wouldn't have a wide-open area, but each of them would have a learning station or a classroom he could call his own."

Multi-disciplinary teaching

"I decided that the teachers on a team would teach the four major areas -- reading and the language arts, math, science, and social studies -- with an emphasis on a multi-disciplinary approach. They'd teach like elementary teachers instead of like subject-centered high school teachers."

Community involvement

"We wanted the school to be a true community school. The community would use the school's facilities evenings, weekends, and in the summer. This would include use of the swimming pool. Also, we planned to employ at least 150 community members as full- or part-time paraprofessionals to work side by side with teachers and children."

RHODES CASE DATA ON TASK 7: DESIGN THE CHANGE PROGRAM.

It should occasion no surprise that Mr. Hoffman, in one year's time and with only two people working with him, did not create a complete written description of the program of Rhodes Middle School. Specific plans for the program were completed before the school opened, but many of the details remained in Mr. Hoffman's head rather than being written down. Some parts of the program design were put in writing. A proposal for outside funding was prepared in the hope that Rhodes would be made a model school. Also, an article was written by Reese Brown, a House Director, describing features of "the school without bells". Obviously, school schedules had to be put into written form in order for the school to function.

In presenting the Rhodes case data on the design of the school's program, only illustrative excerpts will be presented from the Hoffman interview, the proposal for funding, and the Reese article. The purpose in presenting these illustrative data is merely to indicate some of the requirements a program blueprint should meet.

The house plan for organizing the school

"The school within a school affects our whole thinking and feeling. Each house will contain approximately 400 randomly assigned students. Each house will contain the same number of 5th, 6th, 7th, and 8th graders. Each house will be served by a guidance counselor and a guidance intern. Instead of department chairman, each house will be under the direction of a House Director or House Coordinator. Each student will spend at least one half of his school day in the program of the house. The other half of each school day will be made up of options and a wide range of choices in the commons area, the performing and unified arts. The options will consist of 9-week

mini-courses in wood shop, metal shop, home economics, business, vocal or instrumental music, graphic arts, painting, and drawing. These options all will be equally available to girls and boys. Each house will have its own lunchroom, accommodating about 60 students (one-half of a team). The other half of the team will go to the Learning Resource Center."

"I planned a Learning Resource Center in each of the four houses, a combination of a Reading Skills Center and a Math Skills Center. I sacrificed foreign languages to get one center in each house; most schools have only one reading skills center. Most schools only give work on reading skills to the slow kids in an effort to help them catch up. In my Learning Resource Center, every kid will go through. This means that if this kid needs reinforcement he gets it. Another kid needs creative writing so he gets that. Since every kid goes through the center, there is no stigma attached to it, no feeling that this is just for dummies."

Team organization and planning

"Each house will contain three teams of three teachers each. The teachers are responsible for teaching the four major curriculum areas -- reading and the language arts, mathematics, science, and social studies. Each team will have approximately 130 students. Within the classrooms, the basic skills teacher, in cooperation with fellow team members, will utilize a multidisciplinary approach."

Teachers as guidance advisors

"Every teacher in the school, basic or elective, will be an advisor to about 20 students and will be expected to maintain a close relationship with these students as long as they remain at Rhodes. The advisor will offer guidance, encouragement, and assistance. This breaks away from the traditional 15-minute guidance period of the junior high school."

Personnel

"My design was for one principal, two vice principals, four house directors, one roster man, a TV media specialist, a librarian, and two library assistants. Also there would be four gym teachers, four shop teachers, three art teachers, three music teachers, two typing teachers, and one teacher of consumer education. And I wanted 44 basic skills teachers, all trained and experienced as elementary teachers. Assisting the basic skills teachers, I hoped for about 150 paraprofessionals, but I'd settle for one for each of the 12 teams."

Curriculum

"The art and physical education people had their own district-level curricula. I had a battle with the shops and the home economics. I wanted home economics to have a consumer education thrust. And I wanted both boys and girls in the shops and in home economics."

"In reading, we had money for the Sullivan program. Since I accepted this program, I could have ten or a dozen reading aides to work with teachers."

"Math was in a state of constant flux because the system was still experimenting with the new math and Cuisenaire rods and the whole bit. The system had just come through with a new intermediate guide that was pretty good. The math department was willing to work with me to give me the program I wanted."

"In social studies, I asked the Social Studies Department for interdisciplinary units. Also we asked for programmed materials such as MATCH and Man -- A Course of Study."

"Science was a big disappointment. They kept giving it the secondary thrust while I wanted to use the elementary ESS materials or SCIS. Also they kept giving me a lot of test tubes instead of the materials I wanted."

RHODES CASE DATA ON TASK 8: PLAN AND CONDUCT THE ACTIVITIES REQUIRED IN PREPARING TO INSTALL THE NEW PROGRAM.

In the case data presented below, plans for implementing the school's program and the actual preparations for launching the school often run together. Many features of the initial plans had to be changed because events in the school system made them unworkable. Often new plans had to be worked out and put into effect at a moment's notice.

Staffing the school

"According to our milestone chart, I was supposed to start hiring people in April so I could run a full staff development program in August. I personally interviewed some three hundred people, describing our aspirations for the school, what it involved, commitments needed, and so forth. I wanted to hire a large number of teachers with elementary school background. Remember I wanted a multi-disciplinary approach and it is inherent in the secondary school people who come out of the colleges that they are trained to teach just one area. An elementary teacher is trained to teach everything. Also she is a teacher of kids rather than a teacher of social studies."

"I hoped to get some teachers who had either tried to do an open classroom of some kind or had worked with behavior modification. And I wanted some who had a background in Follow Through or Early Childhood Education who were willing to take a crack at doing the things they had done with little kids with older youngsters."

"I hoped to get a good mix of black and white. I was looking for 50-50 if I could get it. I thought it would be very valuable for our black kids to see black and white working together in their interest."

"When it came down to the nitty gritty, they didn't allow me to hire anybody in advance. Originally I was going to hire some key staff for planning. But there was a terrible budget cut and a contraction of the personnel situation and we weren't able to put the people on board."

"I couldn't hire staff until August and then I got only 18 of the 300 teachers I had interviewed, and to get them I had to a lot of wheeling and dealing. I couldn't begin to tell you all the phone calls and trying to fit them into the structure of the school system's personnel situation. Here's one way I got some teachers I wanted. Suppose there was a teacher who wanted to be in my school. Suppose that some other teacher from his school is being forced out. So we arrange with the principal for the teacher I want to be forced out instead of the other one."

"Most of the teachers I got were forced transfers. In a school's projected enrollment, if they figured they needed 50 teachers and only 40 are actually needed, 10 teachers have to be shoved into other schools. These were the teachers I got. I got some very good teachers this way, though. For example, the job of lead teacher was abolished in the school system and I got some of these people."

"We had some trouble getting the specialists we needed. For example, there weren't any good librarians available and we had to wait over a year to get the right kind of person."

We decided to have just two House Directors, each covering two houses. Other middle schools were assigning teachers half-time as House Directors. We wanted to create this as a new full-time position. So we had to set up criteria for the position and advertise it in the school to satisfy the

union contract. We met with the union's building committee, set up criteria, and so forth. I did get the two people I wanted, though."

Making schedules and assignments

"A key decision made with the District Superintendent was that we'd take no eighth-graders into the school the first year. This meant we didn't want kids who had learned to answer teachers the way they do in junior high and who had the attitude that's prevalent in our secondary schools."

"Since we had no eighth grade, one option was to open just three of the houses since school officials were thinking in terms of a fifth-grade house, a sixth-grade house, and so on. And I was under pressure to hold off non-grading until later on. I said I wanted the school to look as much like it will look later as possible. I didn't want to have to undo and then train teachers to go nongraded. Also I wanted to use the full building so that when we took in the eighth grade the following year we wouldn't have to re-roster and reorganize."

"I decided to make each house nongraded with three teams in a house and random assignment of kids from all three grades to each team. We wanted to have all three grades together in a house, giving kids a chance to use the talk about 'brother' and 'sister' constructively."

"Another thing we did was to abolish bells in our plans. The teachers in a team are responsible for teaching reading and language arts, math, science, and social studies to, say, 140 kids. How they do it and how they schedule it is up to them. If they want to teach social studies for one hour and twenty minutes they can do it. But they are accountable for the four disciplines."

Planning to open the school

"Since the school building was not going to be nearly completed when it was time for school to open, I sat down with key people from school headquarters and my District Superintendent to plan what to do. They suggested temporary facilities, using store fronts and the old Lehigh School that was unused. They pointed out that I'd only have the four houses, no gymnasium or swimming pool, no auditorium, and no facilities for art, music, or other special subjects. Dr. Hayre asked me what decision I wanted to make. I said, 'We'll try to do it.' My feeling was that the community had great aspirations for this building. To go into store fronts and an old school building would lose a lot of it. On the other hand, I felt that if properly promoted by people working together and seeing the school built, it would be a source of pride in the school. People would put up with a lot of guff if they knew that eventually things would be all right. And so we went into this new building in mud up to our ankles and we took 1400 kids into one entrance for several months. It was a wise decision."

"So we made a game plan for opening the school. Since we didn't have art, music, or physical education rooms, what should we do? We decided that these people would come into the houses and work in the classrooms with the kids. We didn't compromise the program at all. We still ran the mini-courses and everything else we were supposed to run."

"Our game plan, worked out by the roster man, one vice principal, and me, made arrangements for how we'd run the first week of school. We didn't have teachers' names but I set up the teams with two teachers we knew and we waited for the third member of the team to join the staff. We figured out what the three would do the first day and the first week. We figured out where the kids would be, too."

Orienting staff and students in the feeder schools

"As we got close to the end of the school year, I visited all the elementary schools and talked to the kids that were coming to us from these feeder schools. I attended home and school meetings at their invitation and talked to the parents."

Orienting the community

"The Community Advisory Committee was on top of the thing all the time and played a role in disseminating the information about it. And I systematically walked through the community. Every week I spent at least a half-day walking through, greeting people on the street with, 'Hello, I'm the new principal.' I walked into barber shops, and I visited the parochical school and told them I would certainly be glad to share the facility with them once we got going."

Training the school's staff

"My original plans for staff development activities during August called for breaking the teachers up into teams, then later letting them select their own teams when they got to know each other better. The teachers would do some writing of units, plan the first month's work, and work out some lesson plans. Also they would study the open classroom model and the behavior modification model. We'd demonstrate how to set up learning stations in the open classroom plan, for example."

"About 25 members of the staff had been hired before school opened and I was able to have them for a week of training. We had a get acquainted meeting with school officials from headquarters and the District Superintendent there. I shared with them my travels and experiences and told them about the decisions worked out with the Community Advisory Committee. After this general session we got down to the nitty gritty with revolving workshops."

"Part of the four days was spent in group meetings. We had some teachers meet with the math people, some with the social studies people, and so on. Then we went over those inter-disciplinary units that were developed. We started talking about open classrooms and we set up a model of such a classroom. We had the teachers go through the materials, making kits and posters and things like that. Then we planned what was going to happen the first day of school."

RHODES CASE DATA ON TASK 9: INSTALL AND CONDUCT THE CHANGE PROGRAM, AND ASSESS THE DEGREE OF IMPLEMENTATION OF ITS FEATURES.

The most striking aspect of the Rhodes data on Task 9 is the fact that it was necessary to orient and train most of the school's staff at the same time that students and parents were introduced to the new school and its new program.

The first two weeks of school

"I got permission to run school just half-days during the first two weeks. The first two days were organization days with the kids not in school. This gave the teams time to get acquainted with the new teachers and to show them around the building."

"I took four days to organize the four houses, a different house each day. The afternoon each day was for staff development. Each of the four days all the school's staff was in the house that was being organized. Instead of 11 teachers I had four times that many. All of them helped straighten the kids out, showing them where to go and what to do. The teachers were learning the program by doing, by helping each other."

"The Community Advisory Committee agreed that we should invite parents to come with their kids on the first day for each house. So I'd invite every parent of the kids in a house, telling them to come to school with their kids to see what is happening with them. I invited all of them up to the library that joins all four houses. The library was beautifully carpeted. The kids didn't see the construction that was going on. I put the kids on the floor and the parents sat around them. I said that this was a great day for all of us and told them how delighted I was. I told the parents I hoped they would continue to come to the school. I said it was an open school and that my office would always be open to them. I introduced the Vice Principal and

the House Directors and all of the teachers. Then we called off the names of the teachers in the house's teams and had the kids join their teachers. Then the teachers took them through the building and ended up in their basic skills area. The teachers had the day all planned and taught the kids until about noon when they were sent home. We had no lunch program yet so it was a good thing that we only ran school a half-day during the first two weeks. The half-days in the afternoons with my staff were very valuable. We used the time to work out various problems --what are we going to do with materials, where is everything, what records must we keep, and the whole bit."

"You see how some things that start out as disadvantages can be turned into advantages. Like the fact there was no lunch for the kids meant I could use the afternoons for staff training. It's just like Karate; you used the other person's strength to your advantage. We used the unfinished building as a big moral factor, building up pride in seeing our building grow. The changing of the school's name was a big moral factor, too. The community knew it had a hand in the selection of the school's name."

Completion of the building

"The gym was completed before the end of the year, and the art and music rooms. The swimming pool came in about May. The kids had been watching the pool being built and when we got water in it they were thrilled. Living with the building being completed meant a lot to the kids. This meant a lot to the teachers, too. New teachers coming onto the staff don't have at all the same appreciation of the building as those who were with us from the beginning."

Implementation of program features

An article written by Reese Brown, a House Director, entitled "Bells Are for the Birds" provides the best available written account of the implementation of the features in the Rhodes program design as listed under Task 7. Below are excerpts from his article, written midway in the school's first year.

Rhodes Middle School houses children from the community who are in Grades 5, 6, and 7. Every teacher has children from all three grades in the room, providing a true nongraded learning enviorment.

At the core of the Rhodes School is the "house" (school within a school) concept. There are approximately 350 children in each of four houses, divided among nine teachers who serve as basic skills teachers. A three room complex in each house is called a Learning Resource Center. Each center is manned by two teachers, one of whom is a specialist in mathematics, and the other whose stress is language arts.

The schedule calls for children to be drawn from each classroom for individualized instruction. Currently, computers are being placed in these areas to further enhance our efforts to achieve individualization.

Within the classrooms themselves, each basic skills teacher in cooperation with fellow team members utilizes a multi-disciplinary approach. Each house has three teams with three teachers to a team and each team of teachers plans and works together under the supervision of a House Director.

Pupils have options in choosing electives (9 week mini-courses) from the following activities: wood shop, metal shop, home economics, business (including typing), vocal or instrumental music, graphic arts, painting and drawing.

The one area in this modern building that connects all the houses is the Instructional Materials Center which houses books, magazines, carrels, films, filmstrips, and audio-visual equipment. By its very location, it is easily accessible to pupils of all four houses and has the potential of truly becoming the "heartbeat" of the school. Another remarkable feature of the Rhodes facility is a separate lunchroom in each house. While this in itself helps maintain better supervision and eliminates the shambles typical of most junior high school lunch periods, no more than 50 to 60 children (about half a team) use the lunchroom at one time. The other half of the team goes to the Learning Resource Center where we strive to prepare meaningful and interesting activities for the pupils.

The gymnasium is second to none and all of us are looking forward with keen anticipation to the opening of the swimming pools scheduled for the end of January.

Following a modification of the British Infant Schools, two of our houses are developing an "Open Classroom" model. In this model, activities are set up involving science, social studies, mathematics, and the language arts. Of course, sufficiently varied material must be provided to take care of a wide range of skills and interests, and careful planning and sincere preparation have provided exciting happenings here. Because there are three teachers in each team and teachers exchange pupils, many contributions and inputs are provided. Each teacher gets to know all the children in the other classes of that team, and the children benefit from the skills and personalities of several teachers. A Temple University "open classroom" consultant makes regular visits and observations. He conducts in-service sessions in which faculty members air their views and experiences in this new approach to teaching.

In the two other houses, the classes are developing a Behavior Modification model of instruction, in which the children help set up their own objectives. As tasks are accomplished, the children are permitted to engage in activities which they find especially enjoyable and pleasant. These activities often include games, reading, filmstrips, records, and/or audio-visual materials. The teachers engaged in this model of instruction are fortunate in being able to rely on the expertise of one of our own Learning Resource Center instructors who has had considerable training and experience with the Behavior Modification model.

Every teacher in the school, basic or elective, is an advisor. He is responsible for 20 children and is expected to provide guidance, encouragement, and assistance. Also, it is planned for the advisor to maintain this close relationship with the pupil so long as the child is enrolled at Rhodes. This interaction between teachers and children on teams and advisories helps carry out the "family and home" philosophy which is the warp and woof of the fabric that will make attendance at Rhodes School especially meaningful to all pupils.

Modifications in program implementation

"I am very overcrowded because I refuse to have floating teachers. Every teacher has a station or a classroom or some area available to him or her. This means I have eight classess in the library. On the surface that looks terrible but in actual practice a lot of good things come out of it. Our library is very large, like a ball park with a carpet."

"We had planned for 1,250 kids the first year and 1,400 came. We didn't stay with 1,400, though. A lot of kids had come in off the street. When the dust cleared and we started to check on boundaries we found a lot of kids

didn't belong in our school and we moved them out. The same thing happened the second year. We were supposed to have 1,516 kids when the eighth grade was added. We got something like 1,622. We got busy and took a good hard look at every person who came on board. Now we are down to 1,516 where we belong."

"When the eighth grade came in this year, we made up most of the teams with just two grades, either fifth and sixth or seventh and eighth. This keeps nongrading but doesn't give too much spread. Some houses have one team made up of fifth and sixth graders and two teams of seventh and eighth graders. There are one or two teams containing kids from all four grades because the teachers in those teams wanted to experiment with this arrangement."

"The first year I made every teacher an advisor to about 20 kids. According to the contract, when you're an advisor, you get more preparation periods. As a real advisor, you wouldn't have to meet with kids as a group; you could meet with three or four kids at different times during the day. An advisor was supposed to contact the parents and talk to them about their youngster. Now I regret to say that we didn't accomplish what we wanted the advisor program to do. We failed because the teachers with a secondary school background used the time given them for advising to do other things. And, because I didn't get mileage out of these secondary people, my elementary people followed their pattern. I still think the advisor plan is a good one and I'm going to bring it back as soon as I can."

"Budget limitations have prevented our opening up the school at night for community use. But I've gotten around that by having the Philadelphia Department of Recreation take over my building at night and open up the gym."

RHODES CASE DATA ON TASK 10: ASSESS THE OUTCOMES OF THE PROGRAM AS RELATED TO ITS AIMS.

At the end of the interview, Mr. Hoffman was asked to summarize the data he had on outcomes of his school's program. His answer should be studied in the light of the contingencies that made evaluation difficult as well as the lack of resources provided him in carrying out evaluative activities.

Barriers to obtaining evaluative data

"I have been asking for the services of a district research person to design an evaluation especially for our school. I haven't gotten this yet. In the new reading program for our school, an evaluation procedure comes with the program so we will have that."

"We hope to find out about the kids' progress in reading and math skills through the Iowa tests. But there is some question whether the Iowa tests will be given this year because of the strikes. (The school district was on strike a total of 11 weeks during 1972-73). The results wouldn't give a fair picture of the progress we've made anyhow because of the instruction time we've lost this year."

Evidence on progress made in skill learning

"We are giving more emphasis to basic skills in reading and math than most of the schools because we put in the Learning Resource Centers. The teachers think the kids are coming along pretty well."

Teachers' attitudes about the program

"Teachers think the program is coming along fine. I think even the least happy member of our staff is convinced that this is the way to go. There are some disagreements within the staff. Some teachers feel that we should

be tighter with kids and some feel we should be looser. We almost had a revolt in the middle of last year. A group of young teachers felt that the kids should be allowed to wear their hats in class and to address their teachers by their first names. I had a meeting with my staff and we made some joint decisions. We follow the rule that we put our outer clothing in the locker in the morning. Hats are part of outer clothing. Also we don't do any grooming--curlers in the hair and all that-in the classrooms. And we don't believe in kids calling teachers by thier first names. These are things we worked through in our staff meeting."

"One sign of teachers' attitudes is that our teacher attendance is good. We are allowed six percent substitues. We have been running only two or three percent."

Student reactions to the program

"Our attendance definitely is better. We have 91 percent attendance as an average. Most junior high schools in our district run about 82 to 85 percent attendance. Some junior high schools run from 65 to 75 percent. Now 91 percent is as good as most priviliged neighborhoods in the city. We have never had to resort to study halls or other kinds of detention rooms. Cutting isn't a problem. And the number of kids we send out to disciplinary referrals is very small."

Parent reactions to the program

"I would say we have the parents' support. One bit of evidence is that we were able to weather the long school strike earlier this year without really serious incidents. We kept the school open all during the strike. Our staff was torn apart during the strike with some teachers in and some out. The community went along with our keeping the school open."

RHODES CASE DATA ON TASK 11: DECIDE ON THE BASIS OF EVALUATIVE DATA WHETHER TO ABANDON, CHANGE, CONTINUE, OR EXPAND THE PROGRAM.

It is no surprise that Mr. Hoffman plans to continue the program of the Rhodes Middle School that he initiated. The only changes he wishes to make involve strengthening key features of the program. The data presented below are summary statements rather than quotations from Mr. Hoffman.

Individualizing instruction

To strengthen individulization, Mr. Hoffman is planning to obtain in September 1973 help from Temple University in the form of 16 student teachers and 30 pre-student-teachers. This will permit more individual attention to students.

Curriculum

The school has added unified math for some students. This is voluntary for advanced math students.

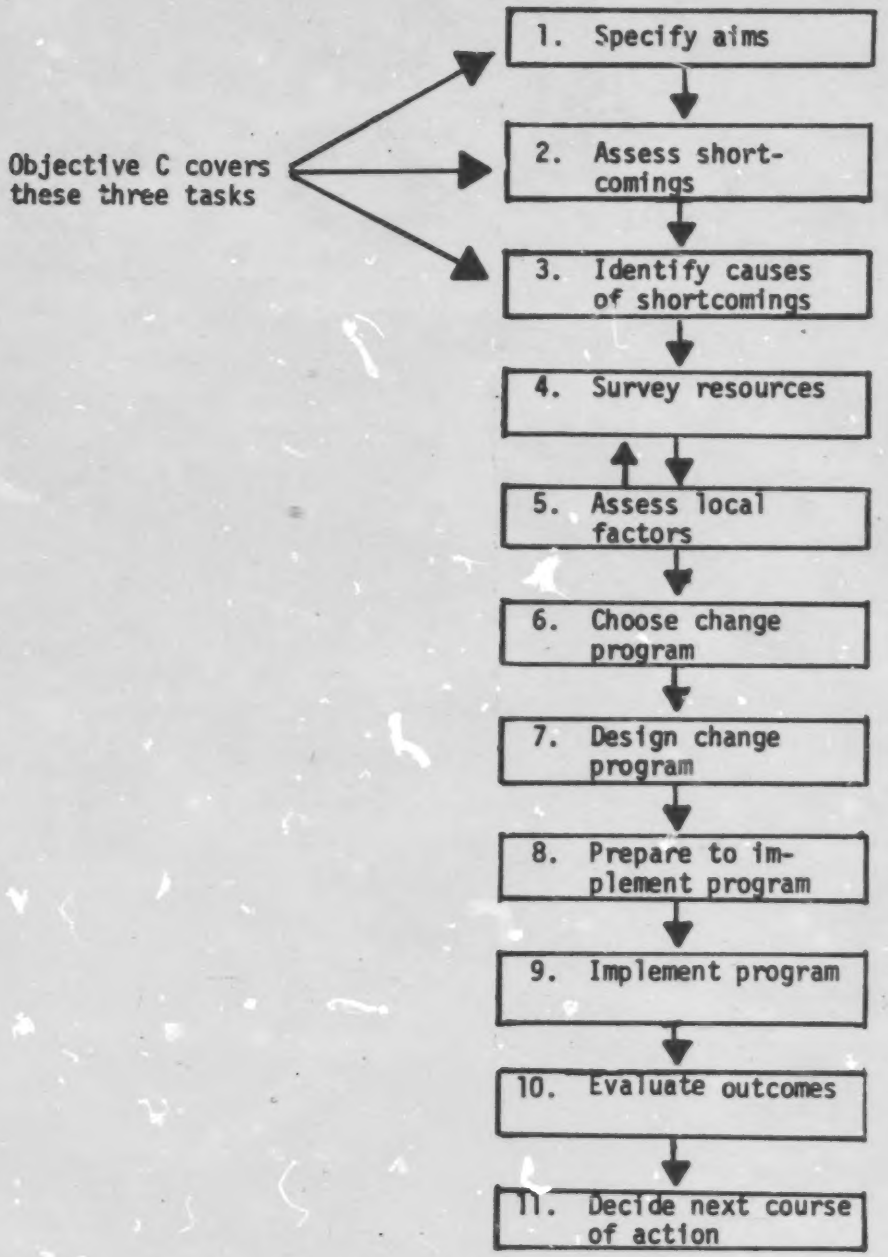
Counselor plan

Mr. Hoffman has developed a "rap room" that operates during lunchtime and is attended by students voluntarily. In September 1973, the program to have every teacher assigned as advisor to about 20 students will be re-instituted. A chief purpose of this will be to improve students' self-images.

Community involvement

The Community Advisory Council is strengthening the Home and School Assoication (PTA). The school has been made one of the Philadelphia centers for music and art on Saturdays under the auspices of the Board of Education; it has a Saturday morning music and art program open to young people in the community.

Objective C. List the tasks to be performed in conducting a needs analysis as a basis for a change program, specify the requirements of each task, and demonstrate competence in specifying how those requirements can be met.


Objective C covers these three tasks
1. Specify aims
2. Assess shortcomings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action

Objective C covers the first three tasks in the task flow for a change program: specifying aims in the area of concern, assessing the extent to which those aims have been accomplished, and identifying likely causes for shortcomings in accomplishing the aims. These three tasks make up what is commonly called a needs analysis. The result is the identification of what needs to be changed. The three tasks will be treated separately.

TASK 1: SPECIFY THE AIMS IN THE AREA OF CONCERN

All local change programs relate to an "area of concern," that is, to aspects of a school system's instructional program or of the organizational setting in which instruction takes place. The "concern" results from judgments that improvement is needed in the area designated. Some aims (purposes, goals) in the area are not being fully achieved, if achieved at all.

Every change program rests on decisions, expressed or implied, as to the aims (goals) that the program is intended to accomplish. The kinds of aims obviously depend on what the planners of a change program wish to improve. Is it students' learning? Inter-group relations at school? Teacher morale? Costs of schooling? School-community relations?

Arriving at a list of aims calls for answering the question: In the area of concern, what would be an appropriate or adequate set of outcomes?

Suppose the concern is about what students get out of elementary school. Here is a possible list of aims for all students in an elementary school:

--basic skills in reading and arithmetic

--problem-solving thinking in science and social studies

--skills in creative writing, art, and music

--the ability to learn independently

--enjoyment of school

--a positive self-concept concerning achievement and social effectiveness.

Suppose the concern is about teacher morale. What are aims a school system might have in this area? Here is a possible list:

--low job turnover

--low frequency of taking sick leave

--willingness of teachers to take on new or difficult tasks

Obtaining a full list of aims may call for considerable questioning or study of school system documents since often there is no official list of aims and often people in a school system don't think of certain aims they would consider important if brought to mind. This means that often it is essential to help school system personnel decide on a list of aims in order to have a sound basis for planning a change program.

Rhodes case data on Task 1: Commentary

The Rhodes case data on Task 1 are to be found on pages 46-47. Before you study these data, read the commentary below and examine the worksheet for the exercises on Task 1.

When you re-read the Rhodes data on Task 1 you will note that Mr. Hoffman's statement of aims for the school is extremely sketchy. He lists only a few high points and in most general terms. Only one curriculum area is mentioned--reading. Two aims mentioned concern how instruction is to be conducted--with a multi-disciplinary approach and with individualization. Some aims concern "affective" goals--positive self-concept and being safe and happy at school. Another sort of aim mentioned concerns community participation in the school.

Now examine the worksheet for Task 1. Note that it asks you to list additional aims Mr. Hoffman might have mentioned under each of four headings. This exercise involves a critical competency of a local educational change specialist--that of assisting school personnel in developing a fuller and more valid set of aims for the school system. Your task in the exercise will be to apply your knowledge of educational aims in filling out the worksheet.

Now it is time to study the Rhodes case data for Task 1 in preparation for doing the exercise.

Exercise for Task 1

You should be able to list at least 3 or 4 specific aims under each of the four headings in the exercise. The most important caution to observe is not to confuse aims (desired outcomes) with ways of accomplishing them For example, an aim of reading instruction might be that students come to enjoy reading, while a way of achieving this aim might be to stress independent reading.

When you complete filling out the worksheet as best you can, turn to the Answer Key and check your answers against those it offers. Note that there is no one correct answer to the items on the worksheet; the relevance and quality of your answer is what matters.

WORKSHEET FOR EXERCISE

Objective C, Task 1

Imagine you were a consultant called in by Mr. Hoffman to help him develop a fuller and clearer set of aims for the school. Write below what you might recommend to him under each of the four questions. With each question, be sure you suggest aims or desired outcomes of the program, not ways of achieving aims.

a. What are more specific aims concerning community involvement in the school?

b. What are more specific aims concerning students having improved self-concepts?

c. What are more specific aims concerning individualizing instruction?

d. What might be some specific aims in the teaching of social studies?

**When you complete this exercise, turn to Task 2 on page 86.

Objective C, Task 1

This exercise calls upon you to generate lists of reasonable aims that might be suggested to Mr. Hoffman for his consideration. The aims you list may be either general aims not on his list or more specific aims within general categories he named.

Note that all the items listed in this answer key are aims (goals, outcomes) instead of ways (means) to be used in achieving aims.

Your answers, to be adequate, should list three or more aims comparable to those listed in the answer key. As long as your aims are relevant and well stated, they should be scored as correct whether or not they duplicate aims listed in the answer key.

What are more specific aims concerning community involvement in the school?

1. Community uses of the school evenings, weekends, summers: gym, swimming pool, shops, art and music rooms, adult education classes, community theatre, etc.
2. Community resources (service agencies, businesses, etc.) made available to individual students for apprenticeships, etc.
3. Talented community members to give volunteer time to introduce students to their specialties: music, art, theatre, dance, etc.

What are more specific aims concerning students having improved self-concepts?

1. Each student to develop and exhibit some specialty in which he excels.
2. Each student to feel proud of his school.
3. Each student to feel proud of his academic accomplishments.
4. Each student to feel he is well known and liked as a person.

What are more specific aims concerning individualizing instruction?

Individualization is not a unitary concept; it is an umbrella term that refers to any means used to suit instruction to individual students. In introducing individualization, specific aims need to be identified and made the core of what is changed to promote individualization. Below are some of these more specific aims.

1. Placing emphasis on students learning via independent study.
2. Having each student work on tasks specifically selected for him.
3. Enabling students to work on tasks using materials and methods of their choosing.
4. Allowing students to progress in their subjects at different rates (nongrading).
5. Allowing students to select their own learning goals (part of the time)
6. Allowing students to plan their own approaches to learning tasks.
7. Enabling students to evaluate their own work.

What might be some specific aims in the teaching of social studies?

In social studies, as in other curricular areas, there are numerous types of learning goals that could be built into instruction (curriculum + teaching methods). Below are some general categories of aims or goals in social studies that Mr. Hoffman might have listed.

1. Learning data-gathering methods such as interviewing and observing.
2. Learning terms (vocabulary) of the field.
3. Learning facts about how communities, states, the nation are organized and governed.
4. Learning descriptive data about different people.
5. Learning principles about man and society drawn from such social sciences as social psychology, sociology, and cultural anthropology.
6. Learning about cultural differences involving minorities in our society.
7. Learning to conduct opinion surveys.
8. Learning about how people become "socialized" as members of a cultural group.
9. Learning how to conduct research projects on topics of individual interest.

TASK 2: ASSESS SHORTCOMINGS IN THE ACCOMPLISHMENT OF AIMS

Needs for change arise out of failures to accomplish a target set of aims. Task 2 starts with the list of aims arrived at in Task 1 and calls for determining how well each of these aims currently is being accomplished. This aspect of needs analysis requires obtaining and analyzing data on the extent to which the aims are being achieved.

In performing Task 2, the first step is to decide what data are needed to assess the degree of attainment of each aim. The next step is to determine which of these data already are available (in the form of test scores, records, reports, etc.). Having determined which data needed are not already available, the next step is to figure out ways of getting the additional data. Interviews with school personnel? Observations of instruction? Administering additional tests?

Once the needed data on the accomplishment of aims have been obtained, these data should be analyzed to identify shortcomings. These shortcomings create the demand for some sort of change program to remedy the situation.

Rhodes case data on Task 2: Commentary

The Rhodes case data on Task 2 are to be found on pages 48-49. Before studying these data, read the commentary below and examine the worksheet for the exercise on Task 2.

The data Mr. Hoffman presented on shortcomings of junior high schools in accomplishing the aims chosen for Rhodes are a bit scanty and unsystematic. This is not surprising since he did not have the services of an evaluation specialist while planning the Rhodes program. Also, the data on shortcomings had to be drawn from an examination of existing elementary and junior high school programs. Since resources were not available for gathering detailed

information about the accomplishment of aims in the various schools of District 4, the data obtained were largely impressionistic.

Now examine the worksheet for the exercise on Task 2. It asks you to suggest ways of obtaining data on three of the aims that Mr. Hoffman reported to be major goals of the Rhodes school. In reading the Rhodes case data on Task 2, think of ways of getting trustworthy data on the extent to which junior high schools meet the aims Mr. Hoffman specified under Task 1.

Exercise for Task 2.

The exercise for Task 2 calls upon you to list ways of getting data on students' self-concepts and reading achievement and on community involvement in junior high schools. It is not assumed that you are an expert in evaluation. However, if you are to offer school systems help in identifying their needs for change, you should know enough about evaluation approaches to suggest valuable and practical ways of assessing how well different types of aims are being realized.

When you complete filling out the worksheet, turn to the Answer Key and check your answers.

WORKSHEET FOR EXERCISE

Objective C, Task 2

Suppose Mr. Hoffman had called upon you for advice on how to obtain better data on current shortcomings in the accomplishment of the aims selected for the Rhodes Middle School. For each of the aims listed below, write down your suggestions on specific data that might have been obtained to determine the extent to which the aim was being achieved (in elementary or junior high schools).

a. Self-concept: Ways of assessing whether students have negative or positive self-concepts.

b. Reading achievement: Ways of getting specific information on reading level or rate of progress in reading.

c. Community involvement in schools: Ways of obtaining fuller data on the extent of different sorts of community involvement.

*When you complete this exercise, turn to Task 3 on page 90.

Objective C, Task 2

Your job in this exercise is to suggest kinds of data that would contribute to the assessment of how well each of the three aims are being achieved. You should be able to name at least three sorts of data for each of the three aims.

Self-concept: Ways of assessing whether students have negative or positive self-concepts.

A person's self-concept refers to the image he has of himself, what he thinks of himself, or how he feels about himself. Some sort of self-report is required in assessing a person's self concept.

Ask the student to say or write the things he thinks are important for him to do and how well he does them.

Ask the student to describe himself by checking the adjective in each pair that he thinks is more like him (e.g., strong-weak, slow-quick, etc.).

Ask the student to describe how he feels about his school, his family, his community.

Administer a sociogram to students in a class, requiring each student to guess how others in the class would rate him in terms of popularity, friendliness, etc.

Reading achievement: Ways of getting specific information on reading level or rate of progress in reading.

Obtain teachers' reports on their students' status in reading.

Obtain teachers' reports on their students' rate of progress in reading.

Study students' scores on standardized reading tests.

Administer a diagnostic reading test.

Community involvement in schools: Ways of obtaining fuller data on the extent of different sorts of community involvement.

Do a survey of membership and activities of the PTA's in the city's junior high schools.

Conduct a questionnaire or interview survey of community contacts had by junior high school principals and teachers.

Obtain by interviewing principals and teachers a record of any school-community activities conducted during the preceding year.

Study the participation of community members in Board of Education meetings.

Assess the current school-community projects for level of participation by community participants.

Gather data on the types and amounts of use of school facilities by community members or organizations.

TASK 3: CONDUCT AN ANALYSIS TO DETERMINE LIKELY CAUSES OF SHORTCOMINGS IN ACCOMPLISHING AIMS

This is the final task in conducting a needs analysis. Now that shortcomings in the attainment of one or more aims have been identified, the problem becomes that of determining probable cuases of those shortcomings. What is being done wrong, or what is not being done that should be done? Digging out likely causes of failures to accomplish aims requires a great deal of skill. The faults may lie in almost any aspect of the school system's organization or program.

Task 3 is important since it provides key bases for deciding what sort of changes need to be introduced to overcome shortcomings in the attainment of aims. If faults lie in curricular materials, they may need to be changed. If teacher assignments are faulty, they should be corrected. If teachers lack the skills needed for guiding students' learning, they need further training.

When Task 3 has been completed, a list of kinds of changes that need to be made will be in hand. Most often the items on the list will be faults calling for some sort of correction. The job of planning a change program takes off from this list, seeking ways of overcoming the faults that have been identified.

Rhodes case data on Task 3: Commentary

The Rhodes case data on Task 3 are to be found on pages 50-52. Before you study these data, read the commentary below and examine the worksheet for the exercise on Task 3.

When you re-read the Rhodes data on Task 3 you will note that Mr. Hoffman's critique of junior high schools focuses on organizational features and faults in instructional practices related to school organization. He does not point

the finger at any faults in the actual subject matter of instruction -- such as whether the social studies curriculum used is interesting or "relevant". Also, he sometimes does not, in his remarks about organizational faults, tie them in specifically with failures to achieve designated aims such as those listed under Task 1 above. Certainly he does present a good case for a failure of the schools to build positive self-concepts in students: the tracking system, the remediation focus, the oversized schools, and the subject-centered teaching all can be assumed to contribute to negative self-concepts.

Now examine the worksheet for the exercise on Task 3. It asks you to list potential faults of junior high schools with respect to the contents and methods of instruction and with respect to school-community relations. In reading the Rhodes case data on Task 3, look for clues that will help you do the exercise.

Exercise on Task 3.

This exercise gives you an opportunity to think through the various things that might be wrong with a school system's instructional program or with its community relationships. Task 3 calls for diagnosing the situation in the school system to uncover reasons for shortcomings in accomplishing aims. Literally dozens of causes might contribute to any shortcoming. Skill in diagnosis means being able to zero in promptly on causal factors that are apt to be important contributors to a shortcoming.

You should be able to offer a half-dozen or more types of faults that might be true of instruction in any curriculum area (whether reading, mathematics, science, social studies, or any other area). The faults could be in the goals

of instruction in the area, in the learning materials being used, or in instructional arrangements and practices. Also, you should be able to list several things that could be faulty about school-community relations.

When you complete the exercise, turn to the Answer Key and check your answers.

WORKSHEET FOR EXERCISE

Objective C, Task 3

Suppose Mr. Hoffman had called you in to help him identify faults in junior high school that related to curriculum and to school-community relations. What sorts of data would you seek on each of these two topics?

a. Curriculum faults: What potential faults would you look for in particular curriculum areas? (Note: the faults might be in goals, materials, instruction, etc.).

b. Faults in school-community relations: What are apt to be things done, or not done, in junior high schools that work against good school-community relations?

**When you complete this exercise, turn to Task 4 on page 96.

Objective C, Task 3

Curriculum faults: List potential faults of the instruction a school system offers in any curricular area.

Remember that the likely faults have to do with accounting for shortcomings in the accomplishment of school system aims. The faults can be errors of omission or of commission. The list below is not meant to be exhaustive but rather illustrative.

learning materials in reading or social studies that do not fairly represent minority cultures.

stress on teaching facts rather than ideas or problem-solving skills.

learning materials set at too high a reading level for less-advanced students.

use of ability grouping with result of discouraging and stigmatizing slower learners.

shortage of supplementary curriculum materials.

inadequate use made of materials in learning resource center.

excessive stress on drill and memorization.

inadequate time given to instruction in a curriculum area.

lack of project activities to increase students' motivation and teach applications.

lack of provisions for individual differences among students.

poor in-service training of teachers of the curriculum area.

Faults in school-community relations: List things that are likely to be done, or not done, in junior high schools that work against good school-community relations?

Many things can go wrong in school-community relations either because of errors of omission or commission. The list of potential faults you present should provide the basis for checking to see which faults actually are present in any given school.

lack of active school-community advisory group.

lack of communications from school to community on school activities, program, etc.

parent visits to the school may be only when their children are in trouble.

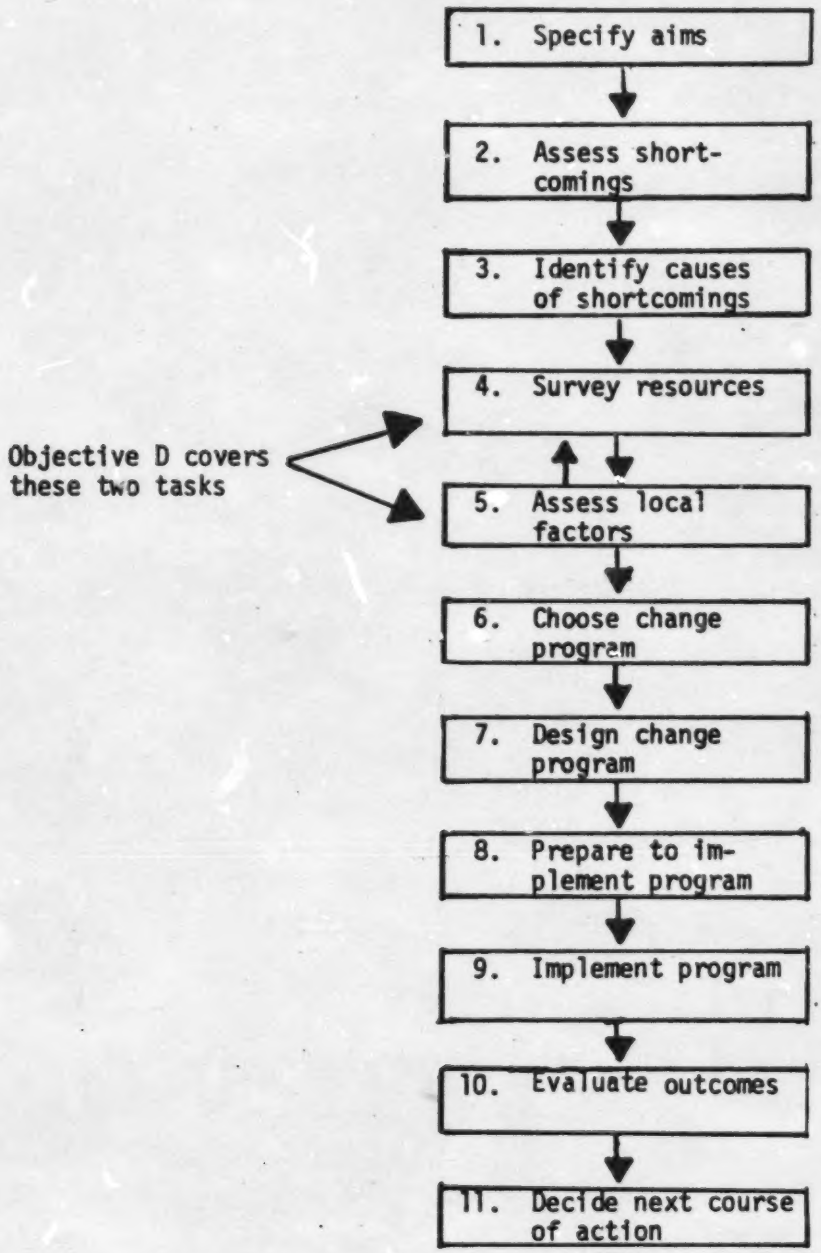
lack of projects to involve community people in the regular academic program.

lack of projects involving parents in co-curricular activities.

school staff unfamiliar with the community.

warring community groups contesting for control of school-community relations.

Objective D. Specify the requirements to be met in searching for resources that could meet the needs that have been identified, and the requirements for assessing local factors related to adopting any of these resources.


1. Specify aims
2. Assess short-comings
3. Identify causes of shortcomings
4. Survey resources
Objective D covers these two tasks
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action

Objective D covers two closely related tasks that are involved in searching for a solution to the problems brought to light in the needs analysis. There are Task 4 on searching for resources that could meet the needs for change and Task 5 on assessing local factors favoring or opposing the adoption of any of the resources located.

TASK 4: CONDUCT A RESOURCES SEARCH FOR WAYS OF OVERCOMING THE SHORTCOMINGS IDENTIFIED IN THE NEEDS ANALYSIS.

This task challenges the planners of a change program to conduct a systematic search for ideas, materials, arrangements, or procedures existing in education--even outside education--that could remedy the faults identified in the needs analysis. How does one conduct such a search? The answer to this question depends on what sorts of aims the school system is seeking to accomplish better, and on the types of changes that need to be made.

In general, a search should begin by seeking main sources of information. In any large school system, there are persons who can give leads on where to look for information on any kind of educational resource, especially if it is an innovation developed during the past two or three decades. Many state education departments maintain education information centers that can provide information about resources in almost any category. When a type of innovative program about which information is needed has been identified, it is relatively easy to find ways of examining it. If it is a commerical product, the publisher, manufacturer, or distributer will eagerly provide information about it. If it is a program change, there usually are school systems one can visit to see the innovation in action.

A number of special sources of information about educational products and programs merit particular attention.

ERIC (Educational Resources Information Center) offers ready access to the educational literature as indexed and abstracted by clearing houses each responsible for an area of specialization (early childhood education, vocational and technical education, social studies/social science education, reading and communication skills, educational media and technology, etc.). Information is stored in a computer data bank and is made available in published indexes and, on request, in the form of reports of specific information searches. Documents indexed in the system can be obtained in microfiche or hard copy.

Education Information Centers located around the country, most often in connection with state education departments, have personnel and facilities for conducting information searches in relation to any aspect of a school system. The Centers draw on the ERIC system and any other available sources of information related to the request from a school system.

ALERT is a project of the Far West Laboratory for Educational Research and Development located in San Francisco. The project published in 1972 A Source-book of Elementary Curricula, Programs, and Projects. The sourcebook describes hundreds of new elementary curricular systematically, as well as describing general systems and resources in elementary education. The presentation of material about each item is intended to provide the potential user school system with the information needed in judging whether or not to adopt the item.

EPIE (Educational Products Information Exchange) is an organization in New York City that conducts and publishes reports on alternative products or programs related to a topical area in education. For example, one report made a systematic description and comparison of the numberous brands of overhead projectors. EPIE thus is a sort of Consumers' Union for education.

Once various resources related to needs have been identified, the problem is to analyze and assess them in terms of how well they promise to overcome faults in the instructional program and remedy shortcomings in accomplishing any of the aims underlying the search for solutions.

Rhodes case data on Task 4: Commentary

The Rhodes case data on Task 4 are to be found on pages 53-54. Before studying these data, read the commentary below and examine the worksheet for the exercise on Task 4.

The amount of data Mr. Hoffman offered as the result of his resources search is small, probably because he already had a great deal of knowledge of resources relating to overcoming the faults he had identified in junior high schools. Much of this knowledge doubtless came from his experience as an innovative elementary principal in several Philadelphia schools. It also is true that the systematic conduct of a national resources search is an extremely time-consuming and expensive operation. Mr. Hoffman's report makes it clear that the time and help available to him made it necessary for him to depend very heavily on his past experience and on advice from personnel in the Philadelphia Public Schools in identifying and assessing resources that might be employed in the new school's program.

The worksheet for the exercise on Task 4 asks you to focus on resources for individualizing instruction. In reading the Rhodes case data, you will note that Mr. Hoffman did not describe a systematic way of surveying resources for accomplishing the changes identified in the needs analysis. He reports in this regard that he did visit many innovative schools and read extensively about innovations. In his words: "I visited the John Dewey High School in New York,

many other innovative schools in New York, Pennsylvania, California, Wisconsin, and Illinois. Also I studied and visited many of the Early Childhood Education programs. My readings also covered all levels, begining with the Plowden Report."

Exercise on Task 4.

This exercise focuses on individualizing instruction since it is reasonable to assume that you have knowledge of a considerable number of approaches to individualization that a school system might consider for adoption.

In doing the exercise, be sure to make a clear distinction between individualization resources in the form of programs, materials, procedures, equipment, etc. and sources of information about such resources.

When you complete filling out the worksheet, consult the Answer Key to check the adequacy of your work.

WORKSHEET FOR EXERCISE

Objective D, Task 4

Once again, assume that Mr. Hoffman called upon you to assist him in deciding what sorts of resources he should examine in relation to planning his middle-school program, and to assist him in finding where to go or whom to consult in seeking the needed information. Write your suggestions on locating resources on individualized instruction and teacher teamwork.

a. Resources for individualizing instruction:

What sorts of resources should be examined?

Where should one turn for obtaining information on these resources?

**When you complete this exercise, turn to Task 5 on page 102.

Objective D, Task 4

Assume that Mr. Hoffman called upon you to assist him in deciding what sorts of resources he should examine in relation to planning his middle school program and to assist him in finding where to go or whom to consult in seeking the needed information. Write your suggestions in regard to the aim of individualizing instruction.

Resources for individualizing instructions: List representative programs, products, materials, equipment, procedures, etc. that offer means for improving the individualization of instruction.

Individualized programs - IPI, PEP, PLAN, the Wisconsin multi-unit plan
Nongraded plans - elementary and secondary
Open-classroom plans
Programmed materials
Computerized instruction
Honors programs or advanced placement programs
Correspondence courses
Uses of the project method
Independent study approaches

Sources of information about individualized instruction

Books on individualization - Weisgerber's two volumes are good examples
Education journals
Education Index
ERIC
Education Information Centers
State education departments
University professors of education
Organizations such as RBS
Visits to schools that have adopted individualized materials or programs

TASK 5: CONDUCT A LOCAL ANALYSIS OF FACTORS FAVORING OR OPPOSING THE ADOPTION OF EACH ALTERNATIVE SOLUTION BEING CONSIDERED.

Task 5 is concerned with making a match between resources that have been uncovered and factors in the local situation that must be taken into account because they favor or oppose the adoption of any given resource that has been identified as likely to benefit the school system. If the resource would cost more than available funds can cover, it cannot be adopted (unless new funds are found). Attitudes of school officials, teachers, and community members toward the resources being considered for adoption are important factors in deciding which resources to adopt. In addition, it is important to judge whether the school system has the trained personnel available to achieve successful adoption of a resource that is judged promising.

Rhodes case data on Task 5: Commentary

The Rhodes case data on Task 5 appear on pages 55-57. Before studying them, read the commentary below and examine the worksheet for Task 5. The exercise specified on the worksheet asks you to plan ways of obtaining favorable local attitudes about multi-grade grouping and ways of learning about the community's readiness to provide para-professionals for the school's program.

The fact that Mr. Hoffman had held numerous responsible positions within the school system, and the fact that he had been chosen to be principal of the new middle school by its community leaders, gave him some special advantages in performing Task 5. However, overall, Mr. Hoffman found that the complexities and uncertainties of working within a large school system meant that many things he had counted on from the system did not pan out. Things kept happening to change the options and resources actually available to him.

An important source of freedom to plan was the fact that the Pennsylvania Department of Education does not have any specific requirements for the middle school. Mr. Hoffman happily took advantage of this fact.

Exercise on Task 5

This exercise again places you in the role of advising Mr. Hoffman on how to obtain data that will help him plan the school's program. One must not assume that the level of readiness in the school system or community is static. Often favorable attitudes or increased support can be built during the planning phase. An important role for a specialist in local educational change is to help school system personnel build such favorable attitudes or support.

When you complete the exercise, turn to the Answer Key to check your work.

WORKSHEET FOR EXERCISE

Objective D, Task 5

Assume that Mr. Hoffman asked for your assistance in accomplishing two aspects of Task 5--overcoming the resistance of some school officials to non-graded (multi-grade) grouping in the middle school, and assessing the community's readiness to supply a large number of capable para-professionals for the middle school staff. Outline below how you might go about helping him with these sub-tasks.

a. A plan for influencing school officials to have favorable attitudes toward nongraded grouping in the middle school:

b. A plan for assessing community resources in the form of persons capable of being, and willing to become, para-professionals on the Rhodes staff?

**When you complete this exercise, turn to Task 6 on page 107.

Objective D, Task 5

In answering the two parts of this exercise, you should offer several reasonable steps that Mr. Hoffman might take in each case. There is no one right answer to either part of this exercise. You should simply offer a good list of reasonable steps Mr. Hoffman might take in building favorable attitudes towards multi-grade grouping or in assessing the community's readiness to supply the needed para-professionals.

A plan for influencing school officials to have favorable attitudes toward multi-grade grouping in the middle school.

Prepare and distribute a summary description of multi-graded grouping practices, including evaluative data or testimonials of participants in such programs: values of the programs, ease or difficulty of conducting costs, etc.

Arrange to have noted experts on nongrading (Goodlad, Anderson, Scanlon, B.F. Brown) take part in a school district conference on nongrading.

Arrange for school officials to visit some nongraded middle schools.

A plan for assessing community resources in the form of persons capable of being, and willing to become, para-professionals on the Rhodes staff.

Provide newspaper, radio, and TV notification of the school's interest in hiring para-professionals drawn from the community and representing different community constituencies.

Distribute brochures describing the role of para-professionals and containing a form to be filled out and sent to the school to indicate interest in more information or in applying.

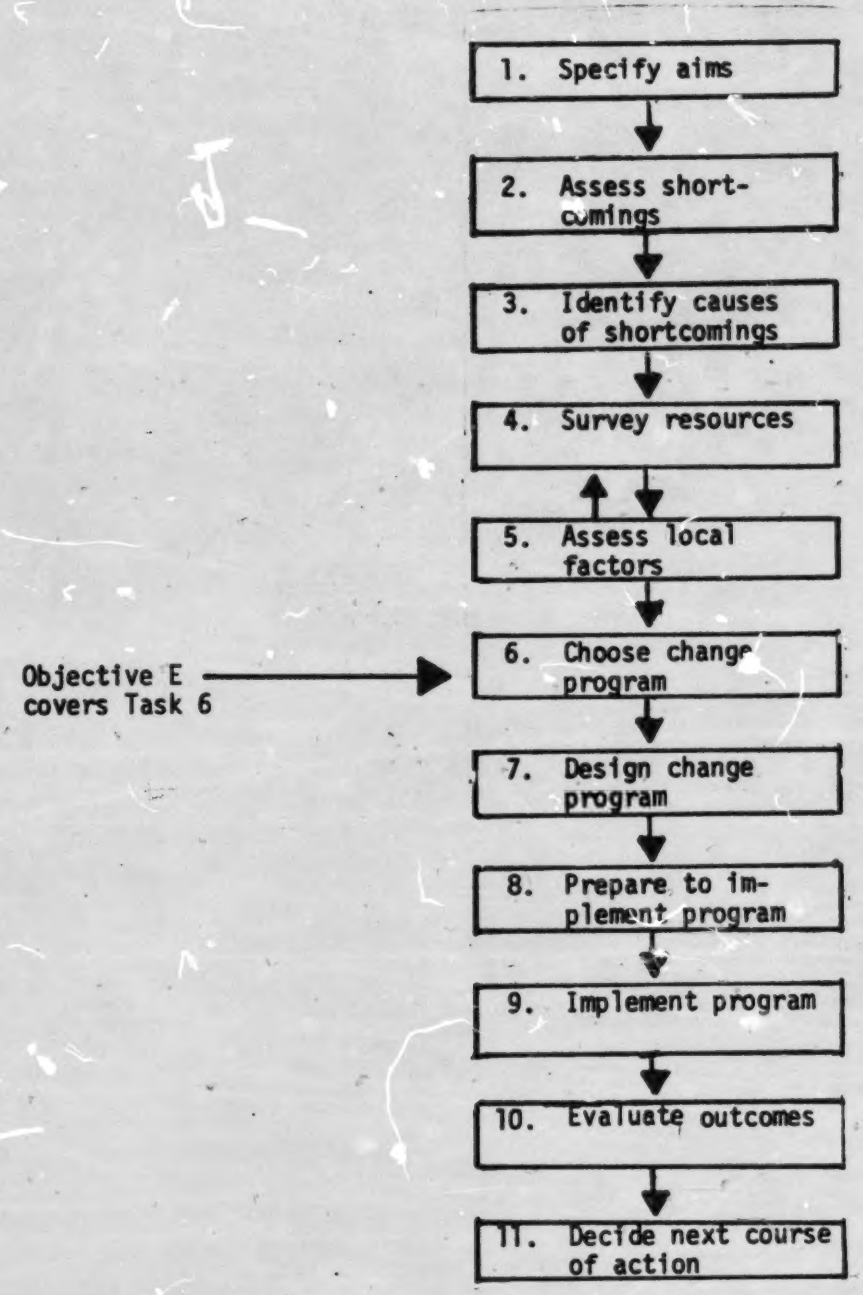
Work through community agencies in conducting this inquiry.

Do a survey of the potential supply of candidates using a stratified sample of people in the community and obtaining their reactions via an interview.

Prepare an application form that gives basic identification date and includes items on educational and work history, number and ages of children, and availability for full-time or part-time work.

Prepare an interview procedures for assessing candidates' personal/social qualifications, interest in education, and motivation to be a para-professional (including wishing to use this role as a step toward becoming a teacher).

Objective E. **Specify the requirements for selecting a change program matching needs with available resources.**


1. Specify aims
2. Assess shortcomings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective E covers Task 6

The first 5 tasks in the task flow have the purpose of setting the stage for choosing a change program. Thus tasks 1-3 deal with determining what needs to be changed, Task 4 calls for identifying the resources that are best suited to meeting the needs, and Task 5 examines these resources in relation to local factors that must be taken into account in deciding which resources to adopt in the change program. Task 6 now calls for putting all this information together in choosing a change program.

TASK 6: SELECT THE CHANGE PROGRAM TO BE INTRODUCED.

Task 6 calls for two sorts of skills. These are skills in evaluating and integrating data from Tasks 1-5, and skills in working with key school and community people in making the actual choice of a change program.

There is danger in Task 6 of trying to do too much, of trying to meet all of the needs for change at one time. The key to Task 6 is to identify a change program that shows high promise of meeting some or all of the needs, that does not exceed locally-available resources (in money, personnel, etc.) and that receives the active approval of those people who will participate in it or provide support for it. Often the best wisdom is to decide on a pilot program in one school in order not to exceed local resources and in order to test and demonstrate the program with the possibility of later system-wide adoption.

Rhodes case data on Task 6: Commentary

You will find the Rhodes case data on Task 6 on pages 58-59. Upon examining the worksheet for the exercise on Task 6, you will find that it requires you to summarize those program elements Mr. Hoffman lists that would contribute to improving reading achievement and building positive self-concepts. Then the exercise calls upon you to suggest some additional program elements that could improve the accomplishment of these two aims.

In studying the Rhodes data on Task 6, you will note that each of the features Mr. Hoffman selected as central bases for planning the Rhodes program represents his intent to overcome a major shortcoming of current junior high school programs. Nongrading would do away with the tracking system of grouping students; the house plan would overcome faults in over-large schools; equal teaching loads would do away with a critical wastage of teachers' time; etc.

Note that the statement of each theme is very general. Task 7 has the purpose of fleshing out the themes into a detailed program blueprint.

Exercise on Task 6

In performing this exercise, notice that you are first to review what Mr. Hoffman offers as program features that probably will contribute either to reading achievement or to building a postive self-concept. Then indicate other program features he might have selected to support each of these aims.

When you complete the exercise, turn to the Answer Key to check your work.

WORKSHEET FOR EXERCISE

Objective E, Task 6

Suppose you were called in by the District Superintendent, Dr. Hayre, to advise her as to whether Mr. Hoffman's list of features he planned to build into the program design were adequate for achieving these aims among those listed under Task 1: bringing reading achievement up to grade level and building positive self-concepts in children. With respect to each of these aims, write your opinion of the adequacy of the program features related to it in Mr. Hoffman's list and suggest additional features he might have listed to support achieving that aim.

Bringing reading achievement up to grade level

Building positive self concepts in children

**When you complete this exercise, turn to Task 7 on page 112.

Objective E, Task 6

Under each of the two aims, you should have presented your summary of program elements Mr. Hoffman mentioned that probably would contribute to accomplishing that aim. Then you should have given your additional suggestions on how to foster each aim.

Bringing reading achievement up to grade level

Hoffman's program elements:

The Hoffman interview data contained little information on program elements designed to improve reading. Presumably nongrading and multi-disciplinary teaching would contribute somewhat toward this purpose. The learning Resource Lab in each house provided a focus on reading skills. Also, in a communication after the Rhodes interview, Mr. Hoffman reported that the school uses the Sullivan BRL programmed reading materials and that it also introduced a TV individualized reading program that received national attention.

Your additional suggestions: These are some you might have offered -

Using reading specialist teachers to help kids having difficulties in reading

Using new reading materials designed for individualization

Making sure the reading materials were culturally-relevant

Having older kids help teach younger kids to read

Basing a major part of the reading instruction on the student telling a story, the teacher writing it down, then the student learning to read his story.

Building positive self-concepts in children

Hoffman's program elements:

The house plan, team planning, and community involvement all may be assumed to have some contribution to make to building kids' self-concepts.

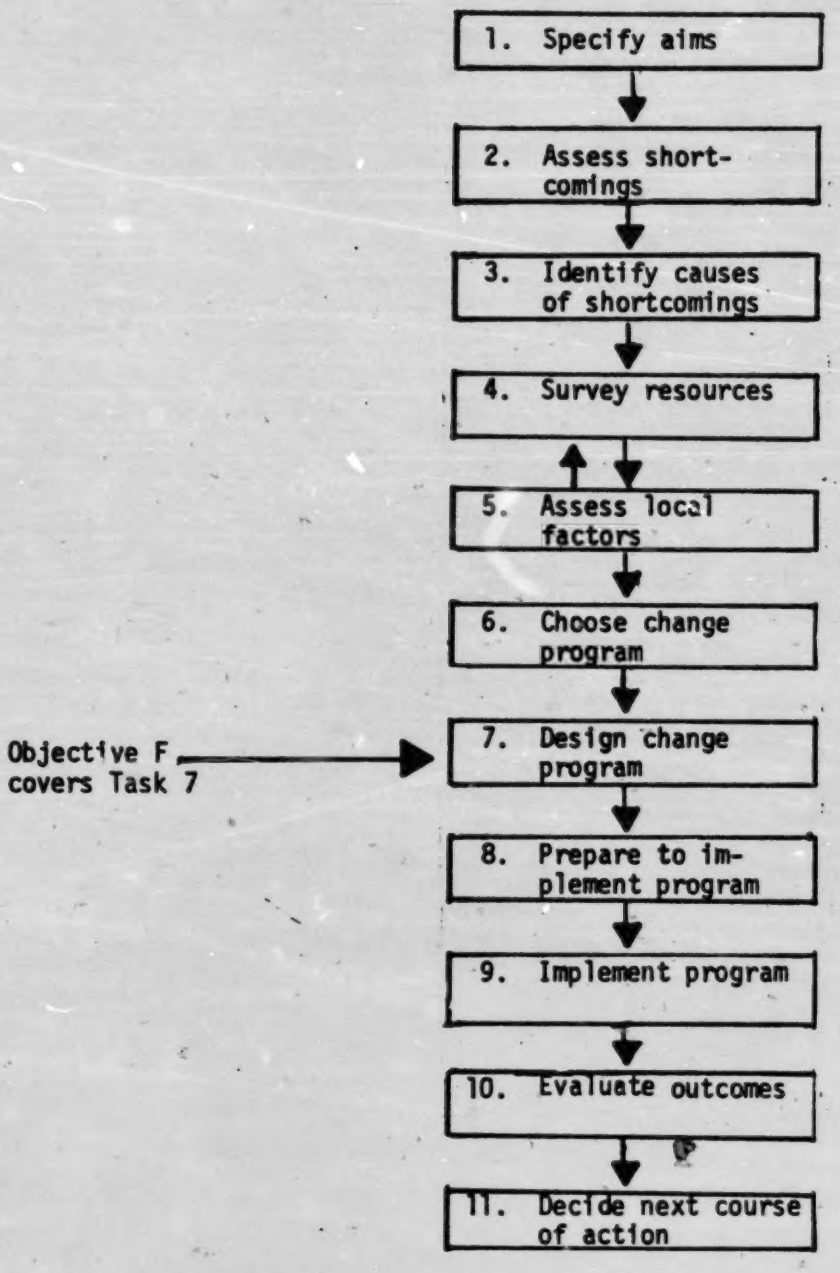
Your additional suggestions:

Mastery-referenced instruction might be used as a route to self-esteem

Behavior modification techniques might be introduced with some children

The advisor system might be used to build in kids a sense of personal worth.

Objective F. **List the general** requirements to be met in designing **(blueprinting)** a change program.


1. Specify aims
2. Assess short-comings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to im-plement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective F covers Task 7

This objective involves Task 7 of the task flow for planning and conducting an educational improvement program. In this unit, the student is not expected to perform Task 7 but only to show an understanding of the general requirements for its performance.

TASK 7: DESIGN THE CHANGE PROGRAM.

This task calls for designing the change program in detail, specifying all of its essential features as they would appear in the full operation of the program.

The program specifications in the blueprint should be sufficiently explicit that an evaluation specialist would know just what to look for in assessing how well each feature of the program had been implemented. Another criterion the design should satisfy is that it be in sufficient detail, in writing, to enable others than the program's originators to set about placing it in operation.

The types of features requiring inclusion in the program design obviously depend on the type of program. Generally, the design should begin with a list of the aims the program is intended to accomplish. Then for each aim or related set of aims, it should specify how the program will accomplish it. If, for example, the aim is to individualize instruction in terms of allowing for differences in level and rate of progress of students of the same age, what specific provisions in the form of instructional arrangements, materials, and procedures does the program offer accomplishing this purpose?

The program design also should specify its scope: how many schools, classes, students, teachers will be involved; what area of instruction or other aspects of the school system will be included; etc. The intended scope of the program sets the stage for designing a realistic implementation plan.

Rhodes case data on Task 7: Commentary

You will find the Rhodes case data on Task 7 on pages 60-63. The exercise for Task 7 focuses on reading and individualization. In preparing to do the exercise, study the worksheet in terms of the provisions made by Mr. Hoffman for each of these aims.

The case data presented above to illustrate features of the Rhodes program design probably give a fair picture of the practicalities of planning a program within a large school system. Ideal considerations constantly had to give way to the realities of available resources and the preferences (or biases) of responsible persons on the district staff.

If one were to attempt to obtain the full blueprint of the Rhodes program, one would have to engage in a rather extensive research project, interviewing Mr. Hoffman and his associates at length, writing down draft versions of program components for editing by Mr. Hoffman and preparing revisions, etc. It is clear that there never was, nor could there have been, a full and final blueprint of the program; every week new factors entered the situation to force revisions of plans made up to that time. Throughout, the interview data convey a picture of Mr. Hoffman as steadfast in pursuing the main themes he wanted to incorporate in the school's program, yet flexible in responding to events that forced modifications in the ways these themes would be realized in the actual school program.

Exercise on Task 7

This exercise simply requires you to list the program elements Mr. Hoffman included in his design to accomplish the aims of improving reading instruction and individualizing instruction.

When you have filled out the worksheet for Exercise 7, check your work by turning to the Answer Key.

WORKSHEET FOR EXERCISE

Objective F, Task 7

The exercise for Task 6 placed you in the role of advising the District Superintendent as to the adequacy of Mr. Hoffman's program features for accomplishing three selected aims. You might have indicated to her that you would need to see the detailed program blueprint before you could advise her properly. Now, examine the details in the case data under Task 7 and identify those more specific provisions made for achieving the two aims below.

a. Bring reading achievement up to grade level

b. Individualize instruction

**When you complete this exercise, turn to Task 8 on page 117.

Objective F, Task 7

Your answer to this exercise should list all the things in the design of the plan for the Rhodes Middle School that relate to improving reading and to individualizing instruction. Did your lists include all of the items listed below?

Bringing reading achievement up to grade level: Mr. Hoffman's provisions

The use of the Sullivan reading materials (that come with the services of reading specialists as a bonus)

A Learning Resource Center stressing reading skills

Making the basic teachers of the team responsible for the students' reading

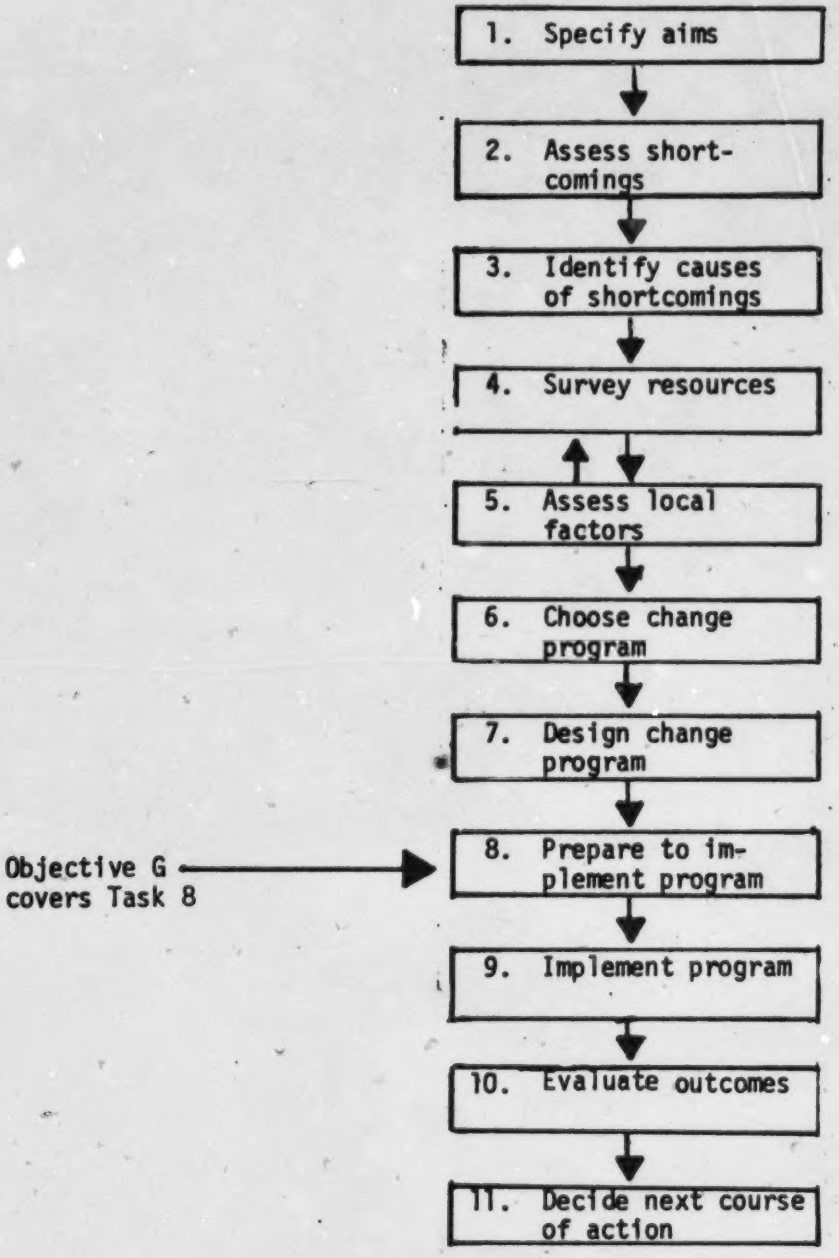
Individualizing instruction: Mr. Hoffman's provisions

The use of the Learning Resource Center is individualized

The use of teachers as guidance advisors emphasizes an individual approach

The half-day of options in mini-courses has a lot of individualized features.

Objective G. Demonstrate competence in analyzing in adequacy of the preparations made to install a change program.


1. Specify aims
2. Assess short-comings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective G covers Task 8

Once the design of a change program has been prepared, the focus of efforts shifts to planning the process of implementing the program and to carrying out the preparatory activities included in the implementation plan. This is the province of Task 8 in the task flow.

TASK 8: PLAN AND CONDUCT THE ACTIVITIES REQUIRED IN PREPARING TO INSTALL THE NEW PROGRAM.

An implementation plan should contain all the provisions requred for placing the change program into full operation. Key decisions basic to accomplishing this part of Task 8 involve deciding the amount of time to be taken in preparing to implement the program and the resources (personnel, money, etc.) available for the preparatory period. Obviously the scope of the required preparatory activities depends on the scope of the program. In fact, a chief reason for introducing a new program on a limited, pilot basis is to permit concentrating the resources available for making preparations to implement the program.

With most change programs, the activities concerned with introducting the structural features of the program (purchasing materials or equipment, arranging schedules, assigning personnel, etc.) are easier to perform than providing the needed training and supervision of program personnel. The latter requires a specific plan of in-service education for supervisors, teachers, and other participants in the program. Often, obtaining time for the needed in-service training is a chief problem. Sometimes a summer workshop is provided in which the program staff practices conducting the change program in a "live" situation. More often, the staff must make do with a dry run, or with role playing.

Frequently, the preparatory phase of the implementation plan must be revised due to such exigencies as the failure to obtain needed funds for staff training.

Also, many other types of contingencies may occur, forcing a change in plans. These are well illustrated in the excerpts from the Rhodes interview that follow.

Rhodes case data on Task 8

The case data for Task 8 are given on pages 70-75. Before reading these data, study the commentary below and examine the worksheet for the exercise.

The Rhodes case data gives an extraordinary picture of contingencies blocking preparations for opening the school and of a principal showing great flexibility and initiative in pushing ahead with plans despite all obstacles.

Note that, with over one-half of the staff not available until opening day, much of the critical staff preparation had to be done after school opened.

The Task 8 exercise, you should note, deals with teacher selection and in-service training. You should give particular attention to these matters in studying the Rhodes case data.

Exercise on Task 8

The exercise asks you to list the criteria you would recommend to Mr. Hoffman for selecting his teachers. He has mentioned some of these; you can add others. The criteria might have to do with abilities, interests, values, knowledge, skills, personal/social qualities, or experience.

Also, the exercise asks you to list the essential things to provide for in the in-service training offers the Rhodes staff. What, in particular, does the Rhodes program demand that teachers may hot have been prepared to do?

When you complete the exercise, compare your answers with those in the Answer Key.

WORKSHEET FOR EXERCISE

Objective G, Task 8

Suppose you were called in as a consultant to the District Superintendent and Mr. Hoffman to advise on criteria for staffing Rhodes Middle School and on essential features of inservice training for teachers in the school's program. What would be your key recommendations (whether or not Mr. Hoffman happened to meet your criteria)?

a. Key criteria for selecting staff for Rhodes Middle School

b. Essential features of inservice teacher training for Rhodes

**When you complete this exercise, turn to Task 9 on page 122.

Objective G, Task 8

You would not be expected to offer all of the items on the lists given in this Answer Key. However, you should have mentioned several of the items given below under each of the two sub-tasks.

Key criteria for selecting staff members for Rhodes Middle School

Agreement with the values of the school: self-concept, community involvement, etc.

Acceptance of nongrading, team planning, and multi-disciplinary approach

Experience with elementary teaching of the 4 basic subjects preferred

Liking for kids

Acceptance of teaching kids with learning difficulties

Ability to exercise non-punitive control of students

Ability to motivate students to learn

Energy to conduct full teaching activities

Knowledge of subject matter in the areas taught

Essential features of in-service teacher education for Rhodes

Training in nongrading, team planning, multi-disciplinary lesson planning

Training for guidance advisor role

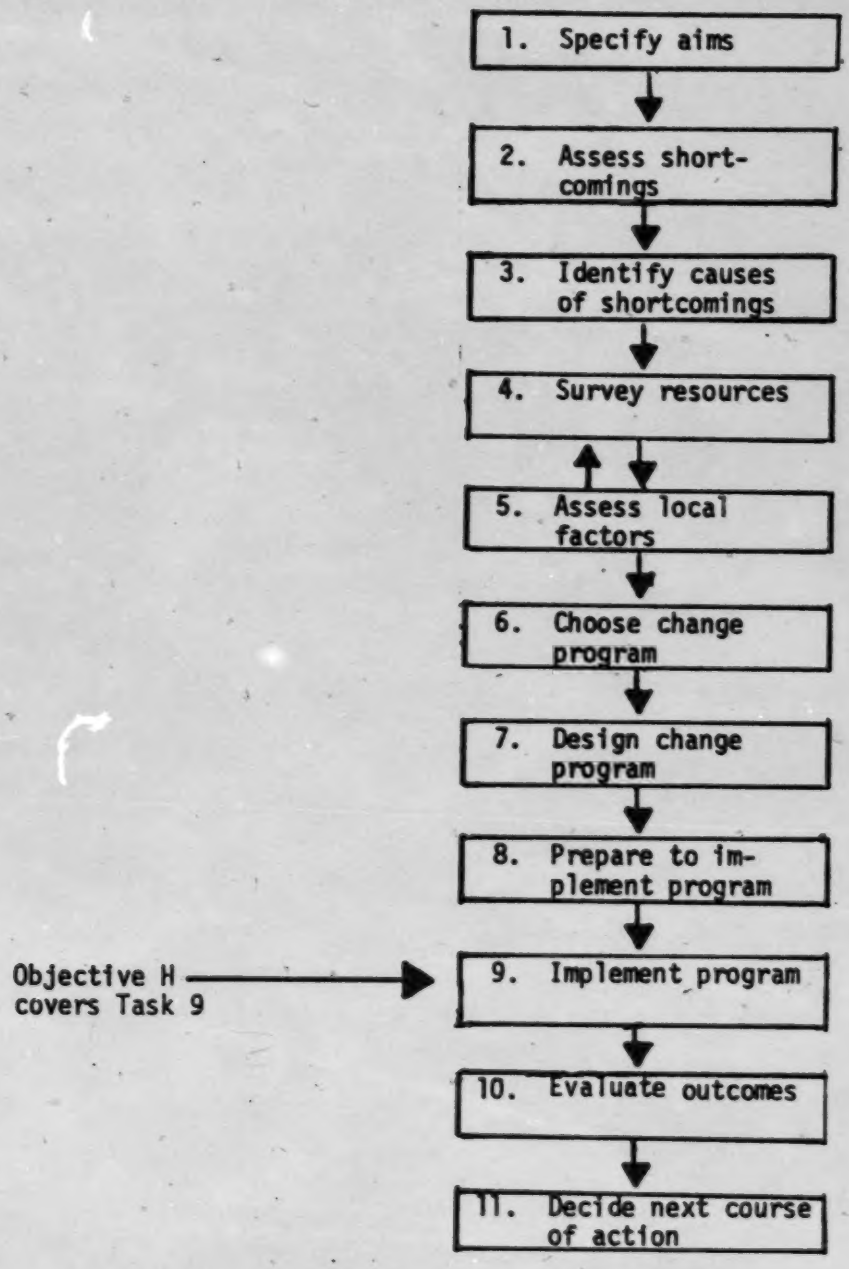
Training in setting up skill learnings and project learnings

Training in motivating kids with positive reinforcement

Training in the use of new curricular materials

Training in diagnosis and evaluation of students and their work

Objective H. Specify requirements for analyzing the extent to which the program's features are implemented when it is installed and for identifying likely causes of shortcomings in program implementation.


1. Specify aims
2. Assess short-comings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to im-plement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective H covers Task 9

The first eight tasks in the task flow all deal with planning the change program or preparing to install it. Task 9 puts all that was done in performing these tasks to the test. If the planning and the preparations have been sound and adequate, effective implementation of the program is to be expected--unless events have changed the situation so that modifications of plans or preparations must be made at the time of installing the program. The case data on Task 8 for Rhodes School makes it evident that such modifications had to be made.

TASK 9: INSTALL AND CONDUCT THE CHANGE PROGRAM, AND ASSESS THE DEGREE OF IMPLEMENTATION OF ITS FEATURES.

The leadership required during the phase of installing and conducting a change program always involves continuing supervision of participants in the program and continuing training to enable them to perform their roles in the program. An especially important leadership function is to obtain and interpret data on the extent to which implementation of the program's features has been achieved, and to identify likely causes of incomplete implementation. Improving program implementation may require modifying the implementation plan itself, or it may require bringing new resources to bear on the problems of conducting the program.

Rhodes case data on Task 9: Commentary

The case data on Task 9 are to found on pages 70-75. Before studying these data, read the commentary below and examine the worksheet for the exercise on Task 9.

Quite obviously space does not permit us to give a full picture of the operation of the Rhodes program. The data presented above are sketchy also because obtaining full data would have taken months of research effort.

Mr. Hoffman did not have the services of anyone in evaluation who might have made systematic analyses and reports of program implementation.

The excerpts from the article by Reese Brown add substantially to Mr. Hoffman's account. These excerpts will be expecially helpful in doing the exercise that focuses on individualization.

Exercise on Task 9

Only one feature of the Rhodes program has been selected for specific analysis in the exercise. The exercise calls upon you to scan the case data for features that are intended to contribute to individualization. After you list these, you are asked to offer your judgments on the strengths and weaknesses of the Rhodes program, as described, in relation to individualization.

When you complete the exercise, check your work by turning to the Answer Key.

WORKSHEET FOR EXERCISE

Objective H, Task 9

With this task, assume that you have the assignment of describing and assessing the extent to which individualized instruction has been implemented in Rhodes Middle School according to the Reese Brown report. Write below the list of points you would include in your report.

Report on the implementation of individualization at Rhodes Middle School

a. List of individualized features

b. Assessment of strengths and weaknesses of the implementation of individualization

**When you complete this exercise, turn to Task 10 on page 127.

Objective H, Task 9

In your answer to the first part of the exercise, you should have noted at least 4 of the 6 items listed below. In your answer to the second part, you have more options since you are called upon to offer your judgments on strengths and weaknesses.

Implementation of individualization in the Rhodes Middle School

Individualized features reported:

Individualized teaching of reading and math in the Learning Resource Center

Student options in the choice of mini-courses

Open-classroom model in two houses

Behavior modification approach in two houses

Teachers as advisors to 20 kids

Team planning, resulting in each teacher knowing all the kids in the team

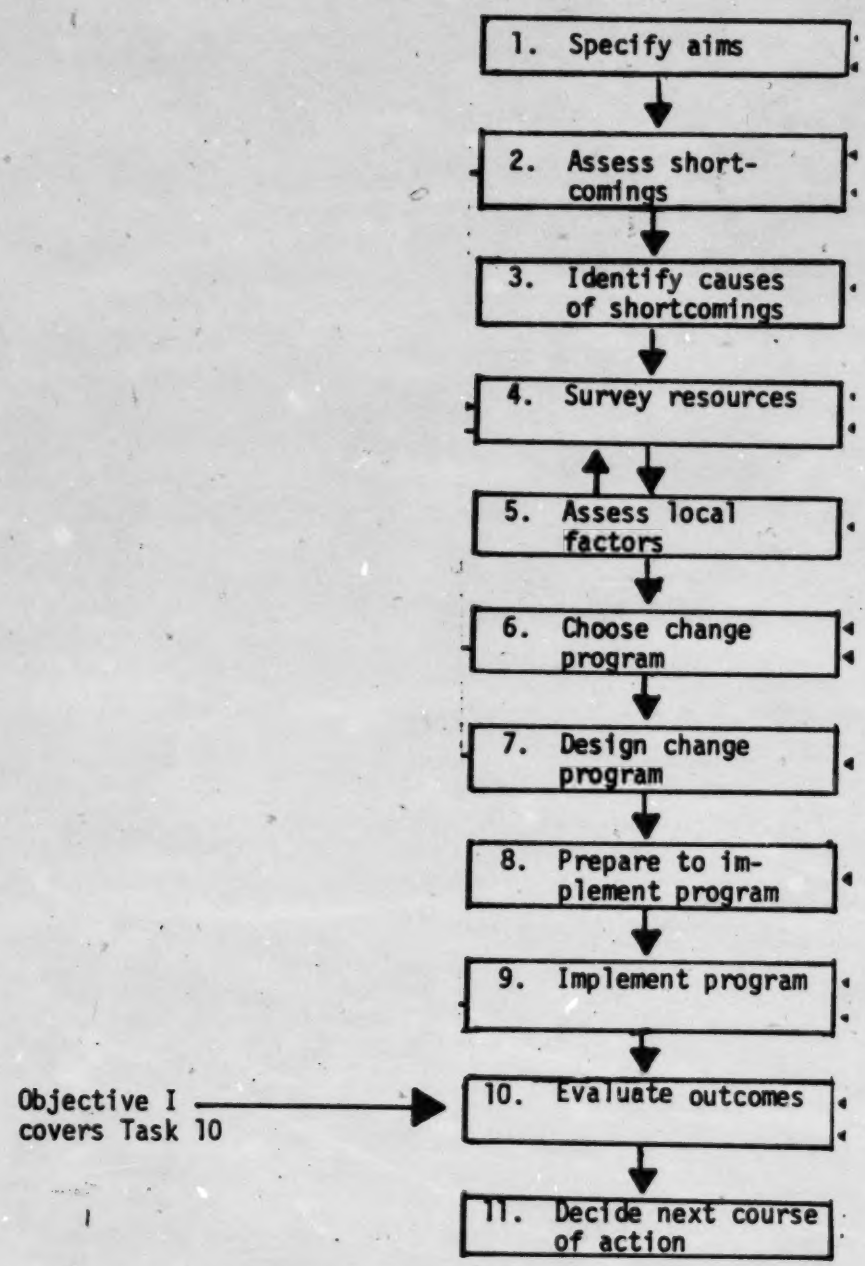
Assessment of strengths and weaknesses in implementing individualization:

In general, there appears to be a fairly high degree of individualization, though there is a lack of the sort of formal provisions IPI offers - plans made for each child, mastery criterion, etc.

Strengths: use of Learning Resource Center, student election of mini-courses, the house plan with multi-grade groups, the advisor system

Weaknesses: Poor implementation of advisor plan, evidence of lack of training in individualization, lack of evidence for formal diagnosis of each student's needs, lack of evidence for individual lesson plans or for mastery criterion

Objective I. Specify the requirements for assessing the outcomes achieved by a change program.


1. Specify aims
2. Assess short-comings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective I covers Task 10

The pay-off of any change program obviously is the extent to which it achieves the intended outcomes, that is, accomplishes the aims it was designed to accomplish. Assuming that Task 9 (implementing the program) has been satisfactorily accomplished, performing Task 10 on assessing outcomes is the next order of business in the task flow.

TASK 10. ASSESS THE OUTCOMES OF THE PROGRAM AS RELATED TO ITS AIMS.

Task 10 calls for obtaining and analyzing data on the extent to which each of the program's aims have been achieved. Also, it calls for being alert to unintended outcomes that may have occurred. Some unintended outcomes, often called side effects, are bonuses while others are debits. An example of a bonus would be that the change program's success encourages funding sources to support other related programs. An example of a debit would be that the change program'proves to be prohibitively expensive and must be abandoned for that reason.

Measuring program outcomes requires the selection or creation of appropriate data-gathering instruments and procedures. Often time and money do not allow for a full evaluation of program outcomes. In such cases, it is imperative that those charged with program leadership do a good job of gathering the best data possible within the constraints imposed on them. The skills called for in this are those involved in making strategic decisions on the data most needed, on employing data=gathering methods that are most economical of time and money, and on enlisting help from anyone who can contribute to meeting the most urgent needs for data.

There are two major reasons for obtaining the services of an outside evaluator whenever this is feasible. One reason is to avoid bias in obtaining or interpreting evaluative data. Bias is almost certain to be present to some

degree if the evaluator is identified with the program being evaluated or with the school system where it is in operation. Ego involvement with the program's success is very apt to result in more favorable conclusions about the program's outcomes that would be made by an outside expert who lacks such involvement.

The second reason for seeking an outside evaluator concerns the technical nature of evaluation. Specialized knowledge and skills are required to determine what possible outcomes of a program are to be evaluated, to select or devise appropriate data-gathering instruments or procedures, to determine what samples of data are to be obtained, to gather data, to analyze data, and to draw valid conclusions.

If an outside evaluator cannot be employed, great care must be taken to minimize bias in favor of frank judgments about strengths and weaknesses of the program. Also, the evaluative instruments and procedures should be chosen on the bases of being relatively simple to use and providing relatively objective data that can be interpreted without ambiguity.

In interpreting data on prggram outcomes, it is vital that the outcomes be viewed in relation to the level of implementation of the program and to the period of time the program has been in force. Further, it is vital to take into account contingencies that may inflate or bury effects of the change program.

Rhodes case data on Task 10: Commentary

Before studying the case data on Task 10 to be found on pages 76-77. read the commentary below and examine the worksheet for the exercise.

Mr. Hoffman is the first to emphasize that he has not obtained adequate data on outcomes of his school's program. The two main reasons for this he recognizes: he has not had the services of experts in evaluation, and problems in implementing and operating the program have prevented him from having access to standardized test data for obtaining conventional data on children's progress. The shortcomings in program evaluation at Rhodes Middle School are to be found in most schools; few schools have the personnel resources required to conduct competent evaluations. Anyone seeking to improve the conduct of change programs in education should direct a considerable share of his efforts to improving program evaluations as a key basis for making decisions about continuing, modifying, or spreading those programs.

Exercise on Task 10

When you undertake the exercise on Task 10, it is vital that you recognize that assessing the outcomes of a program requires starting with a list of the aims the program is intended to achieve. Where in the task flow were these aims identified? It is a good idea to examine the Rhodes data for Task 1 to reorient yourself to the matter of program aims. Realize also that other aims than those stated by Mr. Hoffman under Task 1 entered the picture later. The first question in the exercise for Task 10 asks for sources of information on the actual aims of Rhodes Middle School. Where would you look, or whom would you ask, for information about such goals? The second question under the exercise asks you to make a list of the outcomes that would need to be assessed. Here you are asked to think through the various kinds of aims of the Rhodes program as they relate to different curriculum area and to other concerns. How many kinds of aims can you think of quickly?

When you complete the exercise specified on the worksheet, refer to the Answer Key.

WORKSHEET FOR EXERCISE

Objective I, Task 10

Suppose you were called upon to advise the Philadelphia Public Schools on the types of outcomes of the program of Rhodes Middle School on which evaluative data was needed. How would you go about identifying the types of intended outcomes, and what types of outcomes would you list?

a. Source(s) of information on identifying types of outcomes to be evaluated.

Cue: Answer as though you weren't already familiar with the Rhodes Middle School and its program. Where would you turn for the needed information?

b. Types of outcomes on which data would be needed.

**When you complete this exercise, turn to Task 11 on page 133.

Objective I, Task 10

In doing this exercise, you are called upon to first list the sources of information on types of outcomes Rhodes Middle School is seeking to accomplish. How could you find out what the aims of the school actually are? Next, you are asked to offer a list of types of outcomes that should be considered in working out a program for assessing how well the Rhodes Middle School is accomplishing what it set out to accomplish.

Sources of information on what types of outcomes need to be evaluated

Any written description of the school's program (e.g., the Reese Brown article).

Interview with the school's principal.

Interviews with chairpersons for the different curriculum areas

Interviews with teachers in the Learning Resource Center

Examination of the curriculum in the different subject-matter areas

Examination of the achievement tests used as a way of identifying aims

Interviews with community leaders re aims of the school they value

Types of outcomes on which data may be needed

Note: Not all of these types of outcomes may be agreed upon by the staff of the Rhodes Middle School. Your role as educational change leader calls upon you to think of types of outcome that the school's staff may not have considered; the staff can then decide whether to check for these outcomes.

Reading achievement (both level and rate of progress)

Math achievement - skills, math reasoning

Achievement in terms of vocabulary, principles, skills in social studies and science

Students' enjoyment of school

Students' positive self-concepts

Students' interpersonal attitudes and behaviors

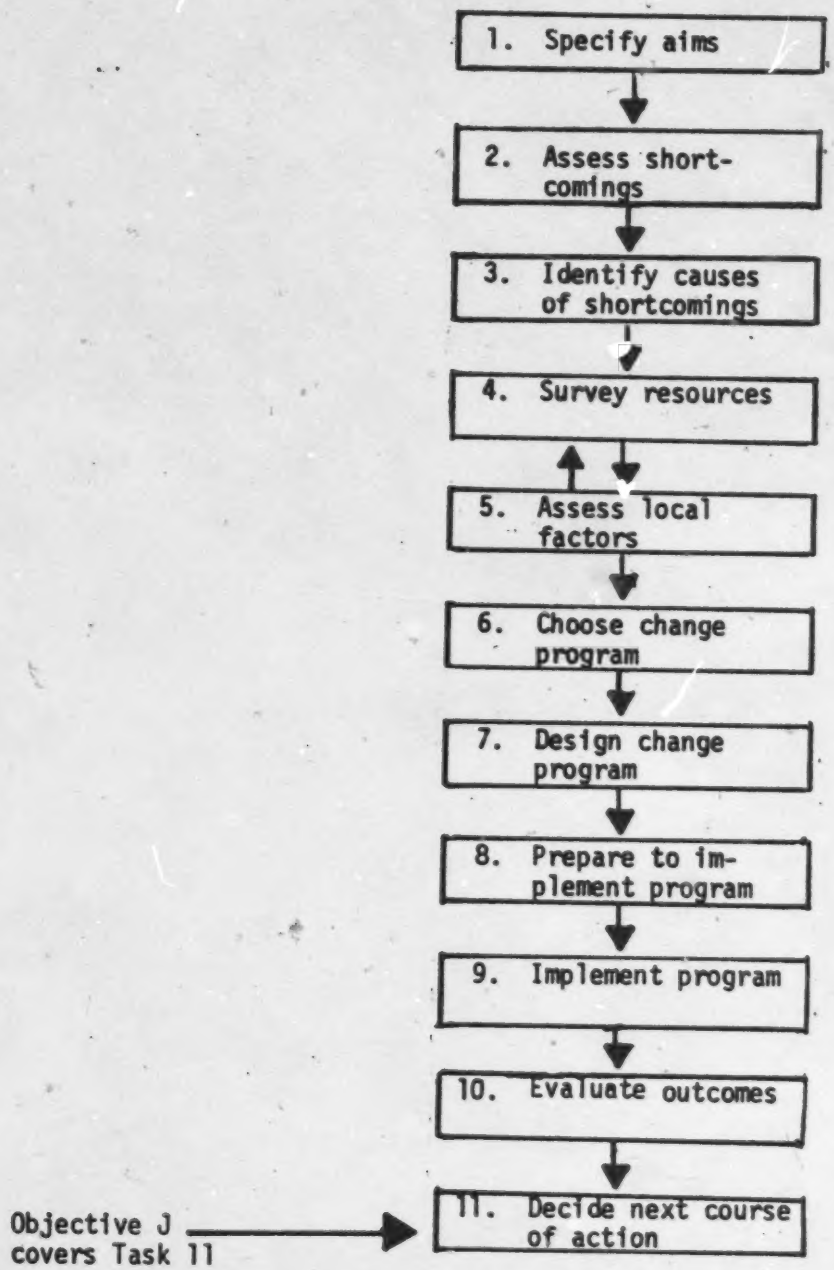
Community involvement in the school

Staff morale (shown by expressed attitudes, attendance, accepting assignments, etc.)

Students' attendance

Community support for the school's program

Objective J. Specify the bases for deciding whether to abandon, change, continue, or expand the change program.


1. Specify aims
2. Assess shortcomings
3. Identify causes of shortcomings
4. Survey resources
5. Assess local factors
6. Choose change program
7. Design change program
8. Prepare to implement program
9. Implement program
10. Evaluate outcomes
11. Decide next course of action
Objective J covers Task 11

Task 11 is the terminal task in the task flow for planning and conducting a change program, though decisions made in Task 11 may cause a re-routing of efforts back to earlier tasks to accomplish needed modifications in the program's design or implementation.

TASK 11: DECIDE ON THE BASIS OF EVALUATIVE DATA WHETHER TO ABANDON, CHANGE CONTINUE, OR EXPAND THE PROGRAM.

Decisions on the future of a change program should depend chiefly on two sets of data. One set consists of data on the effectiveness of program implementation or the feasibility of achieving full implementation. The other set consists of data on program outcomes. The first set obviously takes priority over the second; until a program is implemented as well as possible, its potential outcomes cannot be assessed.

When should a program be abandoned? If the program has been implemented as well as feasible (given local resources and limitations), and if the results obtained are not favorable, probably it should be abandoned. Also, if the costs of implementing the program can no longer be borne, discontinuing the program may be necessary.

When should a program be changed? If faults have appeared in the program design, or in the plan for implementing it, corrections are in order (provided that the resources for doing so are available).

When should a program be continued? Normally, a program should be continued if more time is needed to achieve effective implementation or if more time is needed for the program to influence outcomes. Also, a program should be continued if the results are favorable and its participants wish to continue it.

When should a program be expanded? Program expansion within a school district normally should be considered if results of the pilot tryout have been

successful, if other parts of the school district express the desire to adopt the program, and if the needed resources are available for such expansion.

At all times, a program should be judged in relation to competing programs designed to accomplish similar aims. Thus, if another program (perhaps the latest innovation) is clearly superior to the program under consideration, abandoning that program in favor of the other may be selected as the only proper course of action. Very often, however, a school district's commitment to the program it has adopted is such that shifting to a new and probably superior program cannot occur until the next phase in the district's efforts to improve instruction.

Rhodes case data on Task 11: Commentary

The case data on Task 11 are to be found on page 78. Before studying them read the commentary below and examine the worksheet for the exercise.

The brevity of data on Mr. Hoffman's future plans for the Rhodes program is to be expected. Mr. Hoffman and his staff are pri arily occupied with operating the school's program and are committed to making it a success. Note that the case data are confined to a specification of changes he is introducing or plans to introduce.

The worksheet for the exercise asks you to give your recommendations on continuing the program and on any changes you'd recommend making, both with your reasons.

Exercise on Task 11.

In doing the exercise, be sure to offer your reasons for continuing or discontinuing the Rhodes program. Then, assuming it is to be continued, list the changes you'd recommend, with your reasons. Check your work against the Answer Key.

WORKSHEET FOR EXERCISE

Objective J, Task 11

If you were called upon to offer advice on whether the program of Rhodes Middle School developed under Mr. Hoffman's direction should be continued or discontinued, what would your advice be and what reasons would you offer? And, if the program is to be continued, what would you recommend doing to strengthen it?

What is your recommendation on continuing or discontinuing the program, with your reasons?

I think the program should be: _____ Continued _____ Discontinued

The reasons for my recommendation are:

Assuming the program is to be continued, what recommendations have you for changing or strengthening it?

**When you complete this exercise, review the unit and restudy any parts you judge you need to work on further. Then perform the Post-Assessment Exercise (pages 137-141), checking your answers with the Answer Key. Finally, please fill out the Unit Evaluation Form at the end of the unit.

Objective J, Task 11

The first recommendation you are asked to offer is whether or not the program of Rhodes Middle School should be continued or discontinued. Whatever your answer, you then are to list your reasons for making this recommendation.

Next, you are asked to begin with the assumption that the program will be continued and recommend the changes you think should be made in the program itself, in preparation to implement it, or in other aspects of it. Obviously there are no right or wrong answers; it is your judgment that is to be assessed.

What is your recommendation on continuing or discontinuing the program, with your reasons?

I think the program should be: _____ Continued _____ Discontinued

The reasons for my recommendation are:

The program is too new to become fully implemented, or to have been implemented long enough to assess its potential outcomes.

Reactions to the program by the school system, teachers, students, and parents appear to be generally favorable.

If the program is to serve as a model for other middle schools, the program needs to be strengthened; numerous of its features appear not to have been satisfactorily implemented thus far.

Assuming the program is to be continued, what recommendations have you for changing or strengthening it?

Add an evaluation program to monitor the implementation of program features.

Strengthen school-community involvements.

Bring back the guidance advisor role for teachers.

Introduce formalized individualized features related to skill learning.

Introduce a strong emphasis on project activities for students in the areas of language arts, social studies, science, and art or music.

Provide more systematic training of teachers in the conduct of program features.

POST-ASSESSMENT EXERCISE - UNIT 3

Directions: The purpose of this post-assessment is to enable you and your instructor to check your mastery of unit objectives after study.

It is not essential that you answer on this post-assessment those questions dealing with objectives where you showed mastery in the pre-assessment.

If you have difficulty in offering an adequate answer to any of the questions, it is recommended that you review the material under the objective that questions involves.

Your instructor may wish to review your answers with you, or conduct a group discussion of the unit based on this post-assessment.

Objective A. Define problem solving and list the essential steps in the problem-solving process.

Definition:

List of steps:

Objective B. List the steps (phases of tasks) in a task flow for planning and conducting a local educational improvement program.

Objective C. List the steps (tasks) in conducting a needs analysis as a basis for planning a change program.

Objective D. Outline a procedure for a national search for resources that could meet the identified needs, and a procedure for assessing local factors favoring or opposing adopting selected resources.

National search for resources to meet the needs:

Local survey of factors for or against adopting any desired resources:

Objective E. Outline a procedure for selecting a change program based on needs and resources data, and a survey of local factors.

Objective F. Outline requirements to be met in the design of a local improvement program.

Objective G. List requirements to be met in preparing to install a local educational improvement program.

Objective H. State why it is important to assess the degree of implementation of an educational improvement program.

Objective I. What steps need to be taken in assessing outcomes of a local educational improvement program?

Objective J. List bases for deciding whether to abandon, change, continue, or expand a local improvement program after an initial trial.

PRE- AND POST-ASSESSMENT EXERCISES - ANSWER KEY

Explanation of Answer Key. Rather than giving complete answers to the questions in the Pre- or Post-Assessment Exercise, this Answer Key offers you a basis for judging your answers by indicating key points needed for an adequate answer. Fuller answers to the questions will be found in the unit contents.

As was explained on page 9 of this unit, if you are using this Answer Key to check answers on the Pre-Assessment Exercise, your inability to offer an adequate answer to a question prior to study of the unit means that you need to study the objective that question refers to. The check sheet on page 10 guides you in checking the objectives you need to study.

If you are using this Answer Key to check your answers on the Post-Assessment Exercise, your failure to answer any question adequately indicates the need for review or further study of that objective.

Objective A. Define problem solving and list the essential steps in the problem-solving process.

Definition: Problem solving is the process of conducting activities directed toward accomplishing a purpose (meeting a need, satisfying a wish, or resolving a difficulty) provided that the problem solver does not already know how to arrive at a solution and must choose or create a way of solving the problem.

List of steps:

Identifying a problem
Analyzing the problem
Searching for a solution
Choosing a solution
Preparing to try the solution
Trying the solution
Evaluating the solution
Deciding on a post-tryout course of action

Objective B. List the phases (tasks or steps) in a task flow for planning and conducting a local educational improvement program.

1. Specify the school system's aims in the area of concern
2. Assess shortcomings in accomplishing these aims
3. Conduct an analysis to identify likely causes of the shortcomings
4. Conduct a resources search for ways of overcoming the shortcomings identified
5. Conduct a local analysis of factors favoring or opposing the adoption of each alternative solution being considered
6. Select the change program to be introduced
7. Design the change program
8. Plan and conduct the activities required in preparing to install the new program
9. Install and conduct the change program, and assess the degree of implementation of its features.
10. Assess the outcomes of the program as related to its aims
11. Decide on the basis of evaluative data whether to abandon, change, continue, or expand the program.

Ojective C. List the steps (tasks) in conducting a needs analysis as a basis for a change program.

1. Specify aims in the area of concern
2. Assess shortcomings in accomplishing these aims
3. Conduct an analysis of likely causes of these shortcomings

Objective D. Specify the (steps to be taken) in a search for national and local resources that could meet the needs that have been identified.

National search for resources to meet the needs:

For each need identified in assessing shortcomings in accomplishing aims, and in locating likely causes of these shortcomings:

Identify main sources of information on ways of meeting the needs--expert informants, publications, indexes (including ERIC), and visits to places where the resource may be examined or seen in action.

Examine and compare alternative resources for meeting each need in terms of such criteria as relevance to the need, evidence of effectiveness, cost, ease of installation.

Local search for factors favoring or opposing adopting any desirable resource:

For each alternative resource being considered for adoption, determine local factors favoring or opposing its adoption (as compared to the adoption of alternatives):

availability of the requisite staff and staff competencies (with the competencies either already present or obtainable through training for which resources exist)

availability of the needed money

availability of approval for the adoption of the resource by school board

support for adopting the resource by school staff (at least at the level of a pilot tryout)--or the lack of it

community support--or lack of same

Objective E. Specify the requirements for selecting a change program that promises to meet the needs that have been identified.

Any change program chosen should:

--appear suitable for meeting the needs for change that have been identified

--make effective use of the available resources for meeting the needs

--have the backing of adequate local resources and favorable attitudes of key participants and supporters

Objective F. Outline the requirements to be met in the design of a change program.

The design should blueprint the program in detail, specifying all of its essential features as they would appear in the full operation of the program.

The features should be stated explicitly enough to enable others than the program's designers to place it in operation or to evaluate its implementation.

The design should state the aims of the program then specify how the program would accomplish each aim.

The design also should specify the scope of the program: schools, grades, classes, teachers, areas of instruction, etc.

Objective G. Specify the requirements to be met in preparation to install a change program. (What should be provided for?)

The implemetation plan should contain all the provisions needed for placing the program in full operation.

Specific plans for placing the structural features of the program in operation need to be detailed.

Specific plans for orienting staff, students, and community to the new program need to be made and carried out.

Specific plans for training staff members who will be involved in the program need to be made and carried out prior to introducing the program.

Preparations for installing the program should include plans for evaluating its implementation.

Objective H. Specify requirements (reasons, purposes) in analyzing and assessing the implementation of a change program.

When a change program is installed, it is urgent that data on the degree of implementation of program features be obtained continuously and used as a basis for strengthening program implementation.

Strengthening program implementation requires not only assessing shortcomings in the implementation of program features but the analysis of likely causes for faulty implementation. Plans for correcting the faults identified then need to be made and carried out.

Objective I. Specify the requirements for (or steps in) assessing outcomes of a change program.

In assessing outcomes of a change program,

First, list the specific aims the program was intended to accomplish

Second, determine (select or create) appropriate instruments and procedures for assessing the accomplishment of each aim

Third, obtain the needed data on outcomes related to the aims

Fourth, analyse the data and prepare a summary evaluation of program outcomes

Fifth, interpret the outcomes obtained in relation to the level of implementation of the program

Sixth, report data on any "side effects" or unintended outcomes of the program.

Objective J. Specify bases for deciding whether to abandon, change, continue, or expand a change program.

Abandon: If the program has yielded unfavorable results when implemented as well as feasible

If costs of conducting the program can no longer be paid

If a superior program comes along and can be adopted without unfavorable results due to the changeover

Change: If faults have appeared in program design, or implementation plan and means exist to correct them.

Continue: If more time is needed to implement it and to judge its outcomes
If results with the program are favorable, if the costs can be borne, and if participants wish to continue it

Expand: If the pilot tryout has been successful (yielded favorable results)
If other parts of the school district wish to try the program
If the needed resources are available

UNIT EVALUATION FORM

Unit 3. Task Flow for Designing and Conducting Local Educational Improvement Programs

Evaluation by_____ Date_____

Position_____ Organization_____

Please give your reactions to this unit by checking and writing in your opinions and recommendations. Returning this form to Research for Better Schools, 1700 Market St., Philadelphia, Pa. 19103 (Attention: Glen Heathers) will help us judge the value of the unit as well as aiding in its revision.

A. Your judgment on the importance of a unit on this topic as training for leadership in local educational improvement programs.

Check: Very High____ High____ Moderate____ Low____ Very Low____

Your comments:

B. Your judgment of the quality of the introductory section of the unit.

Check: Very High____ High____ Moderate____ Low____ Very Low____

Your comments:

C. Your judgment of the adequacy of the set of unit objectives.

Check: Very High____ High____ Moderate____ Low____ Very Low____

What objectives do you recommend omitting? Why?

What objectives do you recommend adding? Why?

D. Your judgment on the quality of the unit contents.

Check: Very High___ High___ Moderate___ Low___ Very Low___

Your comments:

E. Your judgment on the quality of the unit exercises.

Check: Very High___ High___ Moderate___ Low___ Very Low___

Your comments:

F. Your judgment on the quality of the unit pre- and post-assessments.

Check: Very High___ High___ Moderate___ Low___ Very Low___

Your comments:

G. About how many hours did you take to complete this unit?_____

H. How valuable do you judge this unit to be for training each of the following categories of educational leaders? Please enter the appropriate symbol.
H - Highly valuable. M - Moderately valuable. L - Low value

____ School system central administrators

____ Building principals

____ Curriculum coordinators

____ Field consultants of state education departments

____ Graduate students in administration or supervision

____ Other: